

Pupil premium strategy statement – Langford Village CP School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Education Endowment Foundation (EEF) is used to focus our approach on Pupil Premium spending. Quality First Teaching is the priority, including professional development, training and support for early career teachers.

Targeted intervention support for pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social, emotional and well-being support. Our Pupil Premium strategy outlines how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|------------------------------------|
| School name | Langford Village CP School |
| Number of pupils in school (not including nursery) | 424 |
| Proportion (%) of pupil premium eligible pupils | 6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021 – July 2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | Termly and reviewed September 2023 |
| Statement authorised by | Mrs Sarah Tomlin Headteacher |
| Pupil premium lead | Mrs Sarah Tomlin |
| Governor lead | Mrs Katie Epps |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £43455 |

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| Recovery premium funding allocation this academic year | £5091 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £48546 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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Part A: Pupil premium strategy plan

Statement of intent

At Langford Village CP School, we are committed to supporting all our disadvantaged pupils in our care. Our aim is to use the Pupil Premium funding to help us improve and sustain higher attainment for disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally.

Alongside increasing the children's educational attainment, Langford takes into account all areas such as behavior, additional needs, attendance, mental health and wellbeing.

We focus on supporting all disadvantaged children and those with SEND needs, this is aimed at accelerating progress, moving children to at least age-related expectation and looking to support parents on how to help their children at home, including with social and emotional health needs and ensuring good attendance. Where additional support is required, this can be accessed through external referral services and the Oxfordshire County Attendance Team.

A wide range of experiences and enrichment for all children including our disadvantaged children will be offered to enable the positive impact on the pupil's well-being, academic achievements and to develop their cultural capital. The approaches we have adopted complement each other to help pupils to excel.

Main areas of focus for our disadvantaged pupils and pupils on the threshold of disadvantaged:

- Ensure first quality teaching
- Pupils are challenged in their work
- Interventions are appropriately planned, with measured impact
- Whole school focus on raising attainment for our disadvantaged pupils

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Closing the attainment gap across reading, writing and maths. Outcomes remain below that of non-disadvantaged pupils. |
| 2 | Attendance for disadvantaged pupils is of concern and remains below the attendance for all pupils of 94%. Poor attendance impacts on the learning time in school and widens the gap between non-disadvantaged pupils. |
| 3 | Low on entry starting points in Nursery and Reception. Entry points tend to be lower for disadvantaged pupils and continues to be linked to the lack of socialisation due to COVID. |

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| 4 | Many disadvantaged children also have SEND needs – commonly communication, language and SEMH needs. |
| 5 | Some disadvantaged children have a lack of independent learning skills and have a low resilience or learning skills to solve problems independently both in and outside school. Life experiences can be limited, therefore their experiences and the vocabulary linked to this is lower. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| Pupil Premium children will make at least expected progress in reading, writing and maths. Regularly reviewed targeted support. | Increased and rapid progress, continuing to close the gap between other pupils. |
| Increased pupil premium attendance of pupils across school (priority focus). | Identified pupils receive continued support, attendance increases above the level classed as persistent absence. |
| Early Years Pupil Premium and Pupil Premium pupils are supported to make accelerated progress in their learning skills in the EYFS. | Children who are disadvantaged are achieving in line with their peers, particularly in reading, writing, maths and in particular SEMH. |
| Pupils to receive and engage in a range of interventions in addition to quality first teaching to meet their additional needs, including SEMH, mental health and speech and language. This will enhance their resilience and ability to access their learning. | Children are well supported in their SEMH needs through use of the Learning mentor, demonstrating the impact and measure of this support in their resilience and self-esteem. Children will make at least expected progress in reading, writing and maths. |
| Pupil Premium enabled to access the wide range of enrichment activities on offer inside and outside of the school day. | Pupil Premium children will be actively part of in school and after school clubs. Families will be supported with financial constraints within the poverty proofing of access for all policy. |
| The families of Pupil Premium children to be fully engaged with school, leading to greater home/school links and home support for pupils. | Regular contact with Pupil Premium families. Increased attendance. Increased |

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| For disadvantaged pupils to experience the full curriculum. | For quality first teaching to ensure that disadvantaged children are able to access lessons, where their past and current experiences do not hinder them compared to their peers. Teachers will carefully consider experiences for disadvantaged pupils, knowing the children they teach, well. |
| Specific individual needs and support identified and focused interventions internally and externally accessed. | Children have specific support identified and accessed, for example, their funding is directed towards external play therapy support. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>To raise attainment by:</p> <ul style="list-style-type: none"> • All pupils receiving quality first teaching to meet their needs. • Quality staff CPD to develop teaching strategies in all classes within school. • Quality feedback and marking for pupils. • Pre teaching strategy to support all areas of the curriculum. • Access to programmes of support for mental health and wellbeing, speech and language (e.g. Well-comm), phonics and any specific area of need required. • Monitoring of trends and the level of entry/baseline of pupils in the EYFS, planning to support significant areas of language and communication delay. | <p>Teachers know the pupil premium children in their cohort and are accountable for their progress and attainment, a focus for pupil progress meetings.</p> <p>Teachers will be able to use data analysis to support their assessments.</p> <p>Teachers plan carefully for support and possible children for tuition, interventions, learning mentor time and referrals to external support. E.g. Lightning Squad (Phonics), Well-Comm, referrals to MHSTs Team for mental health support.</p> <p>EEF toolkit and research used to support planning for rapid progress.</p> | 1, 2, 3, 4, |

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| <p>Pupil Premium Team to:</p> <ul style="list-style-type: none"> • Work to strategically deliver the pupil premium offer, which closes the gap for pupil premium students. • Analyse and look at patterns of vulnerable pupils. • Oversee and plan for Be responsible for resources targeted at improving outcomes for disadvantaged pupils, and measuring • Analyse data for future planning and targeted support. • Provide high quality CPD linked to pupil premium. • Regular updates of Pupil Premium information to staff. | <p>Teachers will be supported to ensure pupil premium pupils make rapid progress and close gaps with non- pupil premium pupils</p> <p>Staff understand how disadvantage impacts the learning for pupil premium.</p> <p>Quality first teaching approach to learning (EFF).</p> <p>Enhancing good teaching through CPD, Early Career teacher training and support and recruitment and retention.</p> | <p>1, 3, 4, 5,</p> |
| <p>Reading and Phonics:</p> <ul style="list-style-type: none"> • Embedding of the validated Systematic Synthetic Phonics Programme to ensure – ‘FFT Success for all’ phonics scheme. • Enhance phonics teaching for all pupils. Linking ‘FFT Success for all’ programme to decodable books to support reading. • Use of Little ‘Lightning Squad’ Catch-up programme to support lowest 20% readers across the school. | <p>EEF Toolkit research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds.</p> <p>Training staff to ensure consistent approach for phonics teaching, increases the impact for phonics and reading outcomes.</p> | <p>1, 3, 4,</p> |
| <p>Reading:</p> <ul style="list-style-type: none"> • Plan to implement ‘Hooked on Books’ teaching of reading programme from Easter 2023. • Training for staff on the teaching of Reading across the school. | <p>‘Hooked on Books’ programme develops and promotes language activities, such as high-quality classroom discussion.</p> <p>Developing pupils’ oracy skills, especially in EYFS is a focused area of our catch-up programme. (EEF Toolkit research promotes oral language interventions to support learning).</p> <p>Phonics RAP/ reading assessment pack (within the FFT Success for all’ phonics),</p> | <p>1, 3, 4,</p> |

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| | reading assessment pack ensures that learning needs are identified and then planned and targeted. | |
| <p>Writing:</p> <ul style="list-style-type: none"> Implementing and embedding the teaching of writing using Jane Considine's 'The Write Stuff' programme. Staff training to ensure new initiatives are embedded throughout school. Sentence Stacking is based on Jane Considine's 'Write Stuff' approach. | <p>Clear teacher/staff training to implement and measure the impact of the teaching of writing using the sentence stacking approach.</p> | 1, 3, 4, |
| <p>Maths:</p> <ul style="list-style-type: none"> Enhance the teaching of maths using White Rose Hub. Staff training in Mastery for Maths in EYFS and KS1. | <p>Mastery of Number supports the need for pupils to develop good number sense to support success in the future.</p> <p>Staff training embeds the mastery approach in addition to White Rose Hub teaching and planning.</p> | 1, 3, 4, |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted interventions to support and challenge pupils, to promote rapid/accelerated progress. | <p>EEF research and evidence consistently shows the positive impact that targeted academic support provides.</p> <p>Some pupils may require additional planned support in addition to quality first teaching in order to make accelerated progress.</p> <p>Small group and targeted support and/or tutoring has led to personalised curriculum being provided to pupils to close the gaps in their learning and to support them in making accelerated progress.</p> | 1, 3, 4, 5, |

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| | <p>Specific support during English reading, writing and maths lessons for pupils by adults who know their next steps.</p> <p>Quality first teaching has direct impact on student outcomes.</p> | |
| Annual subscriptions 'FFT success for all' RAP and Lightning Squad programmes, 'The Write Stuff' and 'Hooked on Books' to support rapid progress. | Online training and assessment to increase progress and close the gap. Allows for timely and planned intervention support. | 1,3,4,5, |
| 'Lightning Squad' across school phonics intervention. | <p>'Lightning Squad' intervention programme has a good evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks (EEF Toolkit research and evidence).</p> | 1, 3, 4, 5, |
| Pupil progress meetings with teachers and School Leadership Team, allowing for the analysis of data and targeted planning/quality first teaching. | <p>Time for ongoing professional dialogues regarding further support for pupils, enhancing teachers plan for specific closing the gap planning.</p> <p>Staff will develop a better understanding of the PPchildren, their barriers to learning and strategies needed to meet their educational, SEND and SEMH needs.</p> | 1, 3, 4, 5, |
| Tutoring for pupils in Year 6 with a view to rolling this out across all PP pupils identified as benefiting from tutoring. | 1:1 or 1:2 tutoring is evidenced as impacting on closing specific and targeted gaps. | 1, 3, 4, 5, |

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| Teachers to identify time during the school day to work specifically in groups with pupil premium pupils. | Teachers to work with children during lessons to address misconceptions from RWM lessons and close the gaps in their learning. | 1, 3, 4, 5, |
| Pupil premium pupils identified as needing specific referrals or targeting external support such as play therapy and Lego Therapy programme. | Specific externally led interventions for individual pupils such as play therapy, ELSA. | 1, 3, 4, 5, |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Weekly and Monthly attendance checks with Pupil Premium lead, attendance officers and SENDCO, next step actions shared with class teachers and SLT.</p> <p>County Attendance Team support where referrals are required.</p> <p>Attendance awards, celebration in whole school assembly and regular attendance updates for families shared.</p> <p>Weekly and/or monthly phone calls to parents whose child's attendance is falling into the category of persistent or severe absence.</p> | <p>A continued focus on improving attendance of pupil premium children improves their overall quality of education and learning.</p> <p>The importance communication / calls or meetings to the most vulnerable families.</p> <p>This also ensures that the gap is closed between pupil premium children and national attendance data.</p> | 2 |
| <p>Continued support from our Pastoral Team to support pupils as needs arise, working in groups and 1:1 with the children.</p> <p>Planned training for a member of staff to become a Senior Mental Health Lead.</p> | <p>Team support that identifies pupils that may need wider support for mental health and well-being, as well as creating the correct environment and mindset for accessing learning and attending school.</p> <p>Learning Mentor supports pupils with their independent learning skills and SEMH needs, the bespoke interventions impact on the pupil's ability to be ready to learn.</p> | 4 |

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| <p>Continued nurture groups led by the Learning Mentor ensuring that the social, emotional and mental health needs of pupil premium pupils are met resulting in a more positive attitude to learning.</p> <p>Continued bespoke support through Mental Health Support Team referrals.</p> | <p>Social and emotional and mental health needs of pupil premium pupils are supported, with an increased positive attitude and self-confidence for learning.</p> | |
| <p>Opportunity for funded places at holiday clubs for the most vulnerable pupils.</p> | <p>The support provides the opportunity to support interaction and communication and boosts their self-esteem.</p> | <p>4, 5,</p> |
| <p>Poverty proofing and financial support for pupil premium parents with trips, visits and extra-curricular activities.</p> | <p>Supporting our families ensures that all pupils have access to all opportunities.</p> <p>Poverty proofing all activities prevents any child not being able to access extra-curricular activities.</p> <p>Ofsted research demonstrates the importance of improving cultural capital, particularly for disadvantaged pupils.</p> | <p>5</p> |
| <p>Holiday support vouchers provided for FSM pupils.</p> <p>Support from other organisations:</p> <ul style="list-style-type: none"> • Bicester Food Bank • Bicester Baby Bank • Bicester Toy Support Group • Staff donations | <p>All vulnerable families are supported in required needs.</p> | <p>5</p> |

Total budgeted cost: £48,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2021-2022 Challenges set:

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Closing the attainment gap across reading, writing and <u>maths</u> . Reducing the impact of the <u>Covid</u> closure of school on the academic progress and achievement of disadvantaged pupils. |
| 2 | Impact of low on entry starting points in Nursery and Reception. Entry points tend to be lower for disadvantaged pupils when compared to their peers and linked to the lack of <u>socialisation</u> due to COVID. |
| 3 | Many disadvantaged children also have SEND needs – commonly communication, language and SEMH needs. |
| 4 | Some disadvantaged children have a lack of independent learning skills and have a low resilience or learning skills to solve problems independently both in and outside school. The PP children do not have the rich and varied experiences of non PP children |
| 5 | Attendance of some disadvantaged children is below Government expectations. Support to ensure that their child's attendance improves and reaches at least 96%. |
| 6 | Life experiences of some disadvantaged children are limited compared to their peers. Therefore their experiences and the vocabulary linked to this is lower than their peers. Specific experience and intervention must be identified. |

Teacher assessments show that our disadvantaged pupils' results were lower than the previous years. Therefore the outcomes we aimed for were not fully achieved.

Similarly nationwide, the reasons behind this were the impact of Covid which disrupted all areas of the school and curriculum. The disadvantaged pupils had limited or no access to targeted interventions that they otherwise would have had access to. Some disadvantaged pupils had limited access to technology and internet inhibiting their access to the online lessons and learning.

Overall attendance was lower than the previous years. Absences among disadvantaged pupils were lower than their peers. So we continue to monitor and have attendance as a priority.

Nationally significant concerns regarding wellbeing and mental health being impacted due to the pandemic was also evident Langford. The impact was particularly acute for

our disadvantaged pupils. We worked with many families and outside agencies to support our children and feel that it is important to continue to do so.

Our key challenges that are preventing our disadvantaged pupils from attaining well low starting points in oral language, vocabulary and expectations. These key areas are targeted in our school improvement plan. During the academic year, we have continued to work on the development of children's writing, by starting to implement Jane Considine's 'The Write Stuff', 'FFT Success for all' 'Phonics' and 'Lightning Squad' interventions. These approaches have really benefited our pupil premium children, supporting their overall language development.

We have trained our KS1 and EYFS staff with the 'FFT Success for all' phonics programme (DfE validated systematic synthetic phonics scheme). Plans are in place for 2022/2023 to train all of our staff in this phonics programme.

Our teaching for mastery work for EYFS and KS1 is enhancing and developing pupil understanding and the use of concrete and pictorial resources. This has had a positive impact on our pupil premium children's language use and understanding of maths.

To ensure that our pupil premium pupils make expected or above progress, we have worked hard to implement interventions with the greatest impact. We have successfully started to implement 'Dyslexia Gold' and 'Lightning Squad' within our phonics programme.

Our pupil premium pupils have accessed all our whole school work on the social, emotional and mental health needs, with on-going work, through our Mental Health and Well-being Team which has supported pupils with self-regulation and the use of Zones of regulation. We continue to use Lego Therapy sessions to support children with their self-regulation and social skills. This has resulted in impact back in the classrooms, helping the children to regulate their behaviour to ensure they are in the right zone for learning.

We have seen a positive different forms of pastoral care help impact on from the pastoral team group sessions, developing strategies to improve self-esteem, resilience, wellbeing and independent learning which is evidenced in the overall learning within the classrooms.

Attendance is a key priority for all our pupils, when we are working to reduce the attendance gaps between our pupil premium children. Our pupil premium lead and attendance officers, hold weekly and monthly attendance meetings to analyse our attendance data, monitor trends and patterns. This is again a factor in low attainment and continues to be significant in a small number of pupils.

Externally provided programmes

| Programme | Provider |
|------------------------------|----------------------|
| Jigsaw | Jan Lever Group |
| Accelerated Reader | Renaissance |
| Purple Mash | 2Simple |
| White Rose Maths | White Rose Maths Hub |
| FFT Success for All, Phonics | FFT |
| The Write Stuff | Jane Considine |
| Hooked on Books | Jane Considine |

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| Timestables Rockstars | Maths Circle Ltd |
| Numbots | Maths Circle Ltd |

Service pupil premium funding

This information is provided for the children who are service pupil premium eligible pupils – this is less than five pupils.

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | Additional pastoral support and MHSTs referrals was provided to those pupils eligible for service pupil premium. |
| What was the impact of that spending on service pupil premium eligible pupils? | Children eligible for service pupil premium had a positive school experience and achieved well academically. |

