

Langley Park Primary Academy Pupil Premium Strategy Statement 2021 - 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Langley Park Primary Academy
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	14.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss S Brading
Pupil premium lead	Miss S Brading
Governor / Trustee lead	David Elliott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010
Recovery premium funding allocation this academic year	£8410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ -
Total budget for this academic year	£86,420 approx

Part A: Pupil premium strategy plan

Statement of intent

Langley Park Primary Academy firmly and unapologetic believes that every individual child should have the very best and equal opportunities regardless of the context. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Key Principles (underpinned by high quality teaching and learning)

High expectations

Cultivating a culture and learning environment within which staff believe and are committed to ensuring the highest of expectations for all means that no excuses are made for under performance. Therefore, barriers to learning are overcome and every child is given every opportunity to thrive and be successful.

High profile

Diminishing the difference by removing barriers is the premise behind every decision and therefore receiving the highest of profiles. Staff at all levels are expected to swiftly identify children with need and act promptly to remove any barriers. This is monitored through termly Pupil Progress Meetings.

Early intervention

Given that children who are socially disadvantaged typically start school with lower starting points than their peers, it is vital that we act with urgency to start closing these gaps. An emphasis is placed upon developing strong oracy, reading and numeracy skills.

Inclusive provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

A focus on wellbeing and self esteem

By ensuring that children are thriving at school and therefore have high levels of wellbeing and self esteem mean that they are better predisposed to learn and learn well. We therefore put emphasis on supporting all aspects of a child's wellbeing; emotional, physical and psychological.

Objectives

The aforementioned principles that underpin Langley Park Primary Academy's strategy for supporting children identified as disadvantaged are realised through the following aims and objectives;

- Disadvantaged pupils attend school regularly and enjoy attending school
- Regardless of their starting point, disadvantaged pupils achieve equally as well as their peers at all stages of their education as a result of rapid progress.
- Financial barriers do not prevent disadvantaged pupils from accessing activities and experiences that enrich their educational journey and provide them with valuable life lessons.
- Disadvantaged pupils thrive at school and are equipped with supportive mechanisms to respond appropriately to emotional challenges.

Strategies

Professional Development

Quality first teaching has the highest impact upon pupil outcomes for all, therefore by prioritising professional development and investing significantly in it means that the very best practitioners are working with our pupils, including our most vulnerable. It is important that professional development is accessed by all members of staff.

Data Analysis

Through termly progress meetings, data of our most vulnerable can be analysed and emerging gaps/challenges swiftly identified and addressed. This means that the correct support can be put in place at the earliest possible moment.

Targeted support

When needs and gaps in learning are identified, these are addressed with the correct and most appropriate support. This could be support for academic, emotional, physical or social purposes and could take the form of resourcing or an intervention programme.

Attendance

Pupils cannot achieve well if they do not attend school, therefore attendance is a significant strategy when improving outcomes for our most disadvantaged pupils. Having robust processes around this is extremely important to ensure that every child is attending school every day and not time is lost that could be focussed upon learning. While it is important to address poor attendance it is important to recognise and therefore positively reinforce good attendance.

Enrichment Opportunities

Given that enriching opportunities are significantly decreased for our disadvantaged children, it is important that there is no barrier to them being able to access these at school. By giving our pupils well rounded opportunities, it means that they are gaining wider life experiences that will therefore broaden their horizons upon leaving school.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points than their peers in maths, reading and writing. This then negatively impacts upon their ability to engage with other subjects across the curriculum.
2	Oral language skills, particularly in Reception, are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
3	Typically a lack in confidence and self-esteem due to their low starting points therefore potentially perpetuating and compounding any differences academically and manifesting itself as SEMH challenges.
4	Financial implications typically affect a child's access to wider life experiences.
5	Low attendance rates affect progress and attainment. Attendance for pupils eligible for Pupil Premium have an attendance of 91.1%.
6	Incorrect uniform affects wellbeing and involvement consequently progress and attainment.

7	Financial implications may reduce the access to key items to maintain good personal hygiene and good nutrition
8	

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
Disadvantaged pupils at all attainment levels will make at least expected progress and where they need to diminish the difference, they make accelerated progress in reading, writing and maths.	<p>To be in line with or exceed the national average for children achieving a Good Level of Development.</p> <p>To be in line with or exceed the national average for the expected standard in the Phonics Screening Check.</p> <p>Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards in the end of KS1 assessments.</p> <p>Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards in the end of KS2 assessments.</p> <p>Progress scores at the end of KS2 are 0 or better.</p>
To raise attendance towards the national average and reduce the percentage of pupils classified as persistent absence.	<p>Attendance for PP pupils will increase from 91.1% and will be broadly in line with the national average of 96%</p> <p>Persistent absence will decrease and will be either in line with or below the national percentage.</p> <p>A clear strategy and tiered approach to addressing poor attendance will be in place with a designated member of SLT working closing with the FLO.</p> <p>The community will value good attendance and are motivated to ensure their children are in school.</p>
To improve enrichment opportunities for eligible children.	<p>All PP pupils will be able to access at least three trips or experiences a year.</p> <p>All PP pupils will be able to access a broad menu of extra-curricular clubs.</p>
To reduce the impact of SEMH challenges on the progress of PP pupils.	<p>A clear strategy and tiered approach to therapeutic support is in place in order to support our most vulnerable pupils.</p> <p>All staff, but particularly support staff, are trained to support pupils who may present as facing SEMH challenges.</p>

Incidences of reported disrupted behaviour reduces.

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: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a programme of CPD for all teachers at all levels.</p> <ul style="list-style-type: none"> • Provide leaders with dedicated leadership time to plan and implement strategies relating to their subject areas. • Enrol colleagues new to leadership on programmes to enhance their knowledge and understanding of strategy particularly for vulnerable groups. • Allocate a member of staff specifically as a point of contact for all CPD opportunities. • Respond to the emerging CPD needs of staff through regular monitoring and auditing. 	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	1
<p>To provide CPD for two LSAs to become HLTAs to provide high quality continuity of learning</p>	<p>Having members of the academy team who are familiar with both the children and academy processes are more likely to provide effective continuity of learning than agency supply staff.</p>	1, 3
<p>To provide specific phonics CPD for teachers to implement the new phonics scheme successfully and promote good phonics practices.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1
<p>To employ a Family Liaison Officer to pick up attendance and pastoral care across the academy.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	3, 5

Employ a Nurture Group assistant to support the provision of Nurture group.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3
---	---	---

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement strategies and approaches improve reading outcomes.</p> <ul style="list-style-type: none"> • Resource the library with an array of books including those from other cultures and in other languages.. • Maintain a suitable level of phonetically decodable books relative to the growth of the school. • Invest in a well resourced, DFE validated phonics scheme. 	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2
Implement pre-teach and post teach opportunities for pupils to secure understanding of mathematical concepts and reading comprehension.	<p>Most children who are solely classified as Pupil Premium achieve at least expected progress. All children will benefit from the strategies put in place to support vulnerable groups as they all support quality first teaching.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enrol a small team of LSAs on the ELSA training programme to be able to	According to the EEF Teaching and Learning Toolkit, on average, SEMH interventions have an identifiable and	3

<p>establish a system of emotional support.</p>	<p>valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	
<p>Purchase play therapy sessions with a trained counsellor for pupils that have experienced significant emotional and psychological challenges.</p>	<p>According to the EEF Teaching and Learning Toolkit, on average, SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	3
<p>To develop a clear strategy to improving attendance.</p> <p>Nominated member of school staff to implement policy and practice, and monitor effectiveness.</p> <ul style="list-style-type: none"> ● Regular reports to the Senior Leadership Team. ● Ensure school procedures are tight and smoothly applied to reduce absence and increase attendance rates consistently to 97%, ● rewarding 100% attendance per term through the presentation of certificates in reward assemblies. ● publishing weekly attendance % and minutes lost in learning on Primary Newsletter. ● Provide regular awards for good attendance in place for children and families. 	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	5
<p>We will ensure that disadvantaged pupils will consistently benefit from our wider curriculum opportunities to develop individual interests and talents.</p> <ul style="list-style-type: none"> ● Provide financial support for trips, workshops and experiences ● Provide financial support for after school clubs that may require a fee ● Prioritise places in free after school clubs for disadvantaged pupils 	<p>Without this support a child would not be able to realise opportunities available to them and access wider life experiences.</p>	4
<p>Ensure that disadvantaged pupils have access to adequate resources for good</p>	<p>By minimising the anxiety attached to not have access to items for good hygiene, could negatively impact on</p>	7

<p>physical health in regard to both nutrition and hygiene.</p> <ul style="list-style-type: none"> • Provide financial support to access wraparound care like breakfast club and after school club 	<p>the child's wellbeing and therefore development.</p> <p>Poor nutrition can impede both physical and cognitive growth.</p>	
<p>We will ensure that disadvantaged pupils will be well equipped for school.</p> <ul style="list-style-type: none"> • Provide financial support for uniforms. • Provide financial support for school equipment. 	<p>As uniform signifies a sense of belonging to the school, it should be worn with pride. When a child is not wearing the same standard of uniform as their peers, this can have a negative impact on their wellbeing.</p>	6

Total budgeted cost: £86,500

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 2020 to 2021 academic year.

Key Priority 1: Through access to a range of resources and strategies children will be fluent readers and skills will be transferable in all learning.						
Intervention/ Resource	EOY Target	Total Expenditure	EOY RAG			Impact Data
			Nov	Mar	June	
To purchase and implement a range of reading targeted resources and approaches to secure fluency for all children, by developing a range of strategies.	All PPG children to make progress with their reading from starting points using a range of strategies.	New Books £5,000 Toe-By-Toe Training and Resources £2000				<p>New Letters and Sounds Reading Books purchased and in use in EYFS. £1690</p> <p>Toe-By-Toe training completed on 9.9.20 and Programme running with all necessary children.</p> <p>Review of Reading teaching underway.</p>
	To see evidence of fluent reading across all learning, particularly in their writing.					<p>Not yet, baseline assessments have been completed and gaps identified in reading and SpaG.</p> <p>Reading Baseline Gap Analysis Summary</p> <p>Reading assessment has been adapted for all year groups and training has taken place.</p>

Key Priority 2: Raise aspirations and improve access for children to experience enrichment opportunities the wider world, before, during and after school.						
Intervention Resource /	EOY Target	Total Expenditure	EOY RAG			Impact Data
			Nov	Mar	June	
To offer all school visitors, trips and events at ½ price for PPG students.	Ensure 100% of PPG students attend all school trips and visits if appropriate.	£2500				Covid means not trips or visits have taken place.
To engage families with structured conversations to help them support and engage with their child's education and progress.	Ensure all PPG children identified as underachieving have engaged and informed families.	Supply £5000				Children and families identified from PPMs in Term 1 and staff having support in how to engage in meaningful structured conversations.
Key Priority 3: To engage families quickly with the importance of good school attendance and remove barriers or perceived barriers to attending school regularly.						
Intervention Resource /	EOY Target	Total Expenditure	EOY RAG			Impact Data
			Nov	Mar	June	
To employ a Family Liaison Officer to pick up attendance and pastoral care across the academy.	To improve the attendance of PP pupils from 93.2% to 96 % that is in line with national average of 96%.	£24,250				PPG Attendance is currently: 94.68% improved to date.
	Reduce persistent absence for PP pupils from 12% to 8% that is in line with the national average of 8.2%					PA is high at the moment due to Covid-related absence and increased social issues following Lockdown. Persistent absence is in line with national.
	Increase Leuven Scales for identified children through a Nurture programme	Training: £600 Dog Mentor: £800				Leuven Data Baseline collated and groups ready to start after half-term.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
-----------	----------

Times Tables Rockstars	Maths Circle