

Langley Park Primary Academy Pupil Premium Strategy Statement 2023 - 2024

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	420
Proportion (%) of pupil premium eligible pupils	19.86%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£106,850
Recovery premium funding allocation this academic year	£16,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£123,015

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
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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> <p>Incidences of reported disrupted behaviour reduces.</p>

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: £50,850

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. • Respond to the emerging CPD needs of staff through regular monitoring and auditing. • Train 4 LSAs up as HLTAs to build cover capacity to release staff for other CPD 	<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>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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 continue 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
<p>Invest in online resources related to The Partnership for Children schemes of learning for PSHE and RSE - Zippy's Friends, Apple's Friends and Passport (£330)</p>	<p>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.</p>	3

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

Budgeted cost: £25,000

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"> • Continue to 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 cohesive reading approaches for the whole school (VIPERS and Reading Rainbows) 	<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>	<p>1, 2</p>
<p>Implement pre-teach and post teach opportunities for pupils to secure understanding of mathematical concepts and reading comprehension.</p> <p>Use funding to implement the School-Led Tutoring programme.</p>	<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>	<p>1</p>

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train 3 further LSA to become an ELSA.</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>	<p>3</p>
<p>Purchase play therapy sessions with a trained counsellor for pupils that have</p>	<p>According to the EEF Teaching and Learning Toolkit, on average, SEMH interventions have an identifiable and valuable impact on attitudes to learning</p>	<p>3</p>

experienced significant emotional and psychological challenges.	and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.	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.	5
We will ensure that disadvantaged pupils will consistently benefit from our wider curriculum opportunities to develop individual interests and talents. <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 	Without this support a child would not be able to realise opportunities available to them and access wider life experiences.	4
Ensure that disadvantaged pupils have access to adequate resources for good physical health in regard to both nutrition and hygiene. <ul style="list-style-type: none"> • Provide financial support to access wraparound care like breakfast club and after school club 	By minimising the anxiety attached to not having access to items for good hygiene, could negatively impact on the child's wellbeing and therefore development. Poor nutrition can impede both physical and cognitive growth.	7
We will ensure that disadvantaged pupils will be well equipped for school. <ul style="list-style-type: none"> • Provide financial support for uniforms. • Provide financial support for school equipment. 	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.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £123,015

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,500

Activity	RAG	Comments
<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. • Respond to the emerging CPD needs of staff through regular monitoring and auditing. 		<p>Each core leader has at least half a day a week release time.</p> <p>Subject leads have had at least 2 to 3 half days release time across the term.</p> <p>They have each worked with the LAT curriculum advisors to develop their leadership knowledge and the curriculum offer in the school.</p> <p>LSAs receive weekly PD sessions with leaders which means they receive 18 hours worth of training across the year.</p> <p>9 targeted CPD opportunities have taken place to address the needs of individuals, groups or subject areas.</p> <p>94% of teaching and learning was at least effective and 59% was highly effective.</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>		<p>Phonics Leader provided these through her subject release time.</p> <p>Overall 78% achieved the threshold on the phonics screening.</p>
<p>To continue to employ a Family Liaison Officer to pick up attendance and pastoral care across the academy.</p>		<p>FLO continues to be in place providing invaluable support for disadvantaged families -</p> <p>Nurture Group</p> <p>Check ins</p> <p>Signposting to support.</p>
<p>Continue to run a Nurture Group for children eligible as a result of assessment.</p>		<p>Two cohorts accessed the nurture group with 10 being eligible for PPG.</p>

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

Budgeted cost: £25,000

Activity	RAG	Comments
<p>To implement strategies and approaches improve reading outcomes.</p> <ul style="list-style-type: none"> Continue to 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 cohesive reading approaches for the whole school (VIPERS and Reading Rainbows) 		<p>Books for each class have been purchased.</p> <p>Phonics resources continue to be purchased to support the curriculum.</p>
<p>Implement pre-teach and post teach opportunities for pupils to secure understanding of mathematical concepts and reading comprehension.</p> <p>Use funding to implement the School-Led Tutoring programme.</p>		<p>Small group and 1:1 tuition has been in place for 65 children.</p> <p>Outcomes for GLD, phonics and expected year 6 are either in line with national averages or exceed them. Further work is needed around the year 2 cohort as they move into year 3. Writing at GD across the school also needs further attention.</p>

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

Budgeted cost: £30,000

Activity	RAG	Comments
<p>Train 1 further LSA to become an ELSA.</p>		<p>1 member of the LSA team has been trained as an ELSA. Further LSAs will be put forward for training in 23/24</p>
<p>Purchase play therapy sessions with a trained counsellor for pupils that have experienced significant emotional and psychological challenges.</p>		<p>11 children accessed play therapy.</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>		<p>The profile of attendance has risen. It is regularly reported to parents and forms part of our discussions during PPMs.</p> <p>Our current attendance figure is 94.4%.</p> <p>Persistent absence is at 15.4%.</p> <p>Both figures are below national figures.</p>

		The PA figures for PPG pupils are greater than no-PPG within the academy but are better than the national figures for the same cohort.
<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 		All classes in all year groups have been able to attend a school trip off site, with some going on multiple trips. There have also been a number of onsite workshops. No child has been unable to take part in this due to financial disparity. In total there have been 15 school trips and 10 workshops.
<p>Ensure that disadvantaged pupils have access to adequate resources for good 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 		This is offered to all parents should they wish to take it up. 1 family opted for the school to subsidise the wraparound care.
<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. 		Uniform stock is kept on site in order to be able to provide this discreetly for parents.

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