

# Pupil premium strategy statement Church Langton Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Anderson
Pupil premium lead	Mr Baylis
Governor / Trustee lead	Craig Joseph

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18535
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18535

# Part A: Pupil premium strategy plan

## Statement of intent

At Church Langton CE Primary School, our goal is for Pupil Premium children to not be in any way disadvantaged compared to their peers. Our current pupil premium plan ensures they are exposed to the highest quality teaching and wider experiences as is possible to provide. The current plan aims to address any gaps and challenges that may cause children in receipt of Pupil Premium to achieve any differently compared to their peers. The following plan is based on consideration of gaps and challenges and addresses these using research backed methods in order to eliminate inefficient and costly ideas which do not have the same significant impacts. We aim for all disadvantaged children to make good progress and achieve high attainment outcomes. High quality teaching, we believe, is the bed rock of success for these children and therefore our plan reflects that ethos.

### **Why we spend the money the way we do?**

Outcomes for disadvantaged pupils at Church Langton have consistently demonstrated that high quality teaching is having a significant impact on outcomes. The funding is spent to continue this high standard of provision, provide extra-curricular opportunities and emotional and social support for pupils and incorporates tailored interventions. The gap most often evident is in the experiences the pupil premium children are able to access.

The outcomes for Pupil Premium children still indicate that the spending strategy of focusing on quality teaching works. Pupil Premium numbers continue to be relatively low compared to other settings but this means it continues to be important that we offer the same level of expectations and participation for these children.

Feedback regularly confirms that access to extra-curricular opportunities benefit children where they wouldn't otherwise be able to participate. Parents appreciate the regular reporting opportunities through reports and parent's evenings to keep informed on their child's progress.

## Challenges

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

Challenge number	Detail of challenge
1	Extra-curricular opportunities can sometimes be a priority which ceases to be pursued when costs are unaffordable. With current strains linked to costs of living we want to ensure all pupil premium children have access to these opportunities.
2	Social issues relating to parental separation or social issues amongst our pupil premium cohort have been noticed and emotional support identified as an area of need, especially with external agencies having less availability.
3	Wide range of trips offered makes affordability hard for pupil premium children. The school offers two residentials and aims to offer three trips across an academic year which can be a substantial financial ask.
4	Lack of engagement with consolidation work at home has been noticed to coincide with lower pupil attainment. We don't want this to be a barrier to pupil premium children as we aim to make sure there is no gap in achievement between the pupil premium children and national standards.
5	Continued monitoring of academic achievements in order to maintain achievement in line with peers.
6	Pupil premium children (research has proved) achieve best with strong curriculum offers and the strongest standard of teaching. The challenge is to make sure this is always at the centre of what we offer and that the curriculum and CPD for teachers is a top priority for our Pupil Premium funding.

## 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
Ensure staff are trained and up to date with new phonics scheme so that it can be vigorously delivered and narrow the reading gap for disadvantaged pupils.	<p>SoundsWrite phonics training undertaken by staff involved in the delivery of the scheme. This should be a continuing process as staff move in the school context.</p> <p>Phonics assessments undertaken and results scrutinised termly.</p> <p>Pupil progress meetings with KS1.</p>

	Close link to reading development in school.
Continue work on quality first teaching. This should include CPD opportunities, continuing improvement of the curriculum offer, continued improvement with formative assessment and work on effectively using teaching assistants for interventions.	Curriculum improvements invested in where rigorous scrutiny of improvements has been undertake. SoundsWrite phonics training. Staff involved with relevant CPD, including attachment and trauma training. Subject leaders continued engagement with trust support groups. Funding for development of teaching assistants and CPD for them to engage in. Pupil progress meetings will specifically focus on attainment and progress of pupil premium children.
Continue to ensure that pupils can engage with cultural and extra-curricular elements of schools e.g. trips and residential experiences.	All pupil premium children to access every trip. Pupil premium children offered access to extra-curricular club. Enrichment days held by school. Pupil Premium funding for music lessons. Pupil Premium children to attend residential. School uniform and milk funded when necessary.
ELSA trained member of staff to work with children from pupil premium group on emotional well-being and resilience. This should aid attendance and academic achievement through improving their social and emotional needs where necessary.	Mrs Hayward timetabled clubs. Mrs Hayward timetabled interventions. End of work assessments carried out on pupils welfare from staff and students. Funding properly allocated for this time.
Pupil premium children continuing to be regular focus in discussions of pupils (both data and pastoral). This should continue to be a large focus in SLT discussions and PPM discussion with teachers so that children continue to be at the top of discussion agendas.	Section on pupil progress form for pupil premium discussion. Feedback from ELSA staff member. Regular references in staff meetings. SLT non-contact time.
Our homework offer has a significant digital element. A large consideration of this is the access required for digital content and relevant equipment.	Mathletics subscriptions. Spelling Frame subscriptions. LetterJoin Subscriptions. Collection of school laptops available. Participation monitored.

## 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: £ 15410 (in conjunction with 'Targeted Academic Support')

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Writing was an area where pupil premium children within our setting could have more support. This will involve CPD and development for teachers (with a trust wide and school kS1 focus), CPD and support for support staff and the facilitating of intervention time to help narrow these gaps.</p>	<p><i>'The difference between a very effective teacher and a poorly performing teacher is large. For example, during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher.</i></p> <p><i>Over a school year, disadvantaged pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers – <b>a difference of a whole year's learning</b></i></p> <p>McKinsey, Sutton Trust / BCG research</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021</p>	<p>5 and 6</p>
<p>Re-establishment of rigorous reading expectations and teaching using school's format. All staff regularly trained and monitored in the delivery of this content.</p>	<p>A pupil premium child is, on average, about 8 months behind their peers in terms of reading ability when they start school and the trend for this disadvantage, unfortunately, is that it grows across the time they are in school. The differences in outcomes achieved can be stark and is shown in the Sutton Trust 2021 document.</p> <p>Developing reading fluency supports comprehension. EEF Improving Literacy in Key Stage 2.</p> <p>Scarborough Reading Rope 2001, Severs 2018, De Ley 2017</p>	<p>4, 5 and 6</p>

Establish rigorous and daily phonics teaching and interventions with all key stage staff trained in delivery.	See combination of boxes above. The education endowment fund also credits this as being one of the cheapest strategies but with the maximum impact possible to be attributed to this area. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4, 5 and 6
Social and Emotional support deployed to individuals and responsive to areas of need - ELSA	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2
Constant re-adjustment and rigour applied to the quality of the curriculum offered. This involves resourcing and improving the curriculum offer in order to narrow the gaps as effectively as possible.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021.	6

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

Budgeted cost: £ 15410 (in conjunction with 'Teaching')

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish rigorous and daily phonics teaching and interventions with all key stage staff trained in delivery.	Rationale mentioned previously.	4 and 5

<p>ELSA support provided for pupil premium children that can struggle with emotional and social issues. This member of staff needs continued funding, training opportunities and timetabled time to complete this role.</p>	<p>PAC-UK recommends:</p> <ol style="list-style-type: none"> <li>1. Provide nurture and relationships. For example, through a nurture group, and training for staff to provide key attachment relationships.</li> <li>2. Scaffold children's social skills and peer relationships. For example, through lunchtime clubs with opportunities to practise social skills or facilitating friendships e.g. through a buddy scheme or peer mentoring initiative</li> <li>3. Support emotional literacy and emotion regulation. For example, through group work, or some calm zones in classrooms and centrally within the school.</li> </ol> <p>Support children to cope with transitions and change.</p>	<p>2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school impetus on trips that broaden experiences, especially for those disadvantaged children. These can be cultural as well as educational.</p>	<p>Evidence suggests a powerful and enriched curriculum is vital to a child's development and this 'powerful knowledge' may not be as accessible for disadvantaged children.</p> <p><a href="https://impact.chartered.college/article/applying-powerful-knowledge-principle-curriculum-development-disadvantaged-contexts/">https://impact.chartered.college/article/applying-powerful-knowledge-principle-curriculum-development-disadvantaged-contexts/</a></p> <p>We want a broad and inclusive curriculum with opportunities open to all to broaden these interests even further.</p> <p><a href="https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/narro">https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/narro</a></p>	<p>1,3 and 4.</p>

	wing_the_achievement_gap_for_disadvantaged_pupils_2018.pdf	
Enrichment activities and days continued and funding provided to allow access to these events.	Disadvantaged learners are entitled to the same high quality educational experiences that lucky children take for granted. (Tassoni 2016; La Salle 2018)	1,3, 4 and 5
ELSA support provided for pupil premium children that can struggle with emotional and social issues. This member of staff needs continued funding, training opportunities and timetabled time to complete this role.	PAC-UK recommends: <ol style="list-style-type: none"> <li>1. Provide nurture and relationships. For example, through a nurture group, and training for staff to provide key attachment relationships.</li> <li>2. Scaffold children's social skills and peer relationships. For example, through lunchtime clubs with opportunities to practise social skills or facilitating friendships e.g. through a buddy scheme or peer mentoring initiative</li> <li>3. Support emotional literacy and emotion regulation. For example, through group work, or some calm zones in classrooms and centrally within the school.</li> </ol> Support children to cope with transitions and change.	2
Children in school that are pupil premium often need exposure to extra-curricular offerings and visits. We don't want affordability to stop them accessing these opportunities.	Please see box above about broadening experiences. Participation in enrichment comes with moderate impacts on the education endowment Foundation Teaching and Learning toolkit.	1, 3, 4 and 5

**Total budgeted cost: £ 18535**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrated that for pupil premium children at our school exceed the national levels that pupil premium achieve at the expected standard. Pupil Premium children at Church Langton, at the expected level, are achieving broadly in line with the national average. This confirms our continued focus and commitment to continuing our focus on providing a rich and robust curriculum which is delivered by highly trained teachers that engage with the most current and relevant CPD. The figures for greater depth are an area we wish to focus on more and should, again, benefit from this focus on quality first teaching. The continued focus on the individual progress of these children should also continue to enhance these outcomes in the current academic year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. This confirms the importance of offering a rounded experience to children that includes support for social and mental wellbeing as well as access to the same extra-curricular opportunities that others may have.

Based on all the information above, the performance of our disadvantaged pupils met expectations when compared against the national standards for the expected level. We want to further this development further to improve the outcomes at greater depth for pupil premium children.

Our evaluation of the approaches delivered last academic year indicates that the strategies deployed are having a positive impact and need to continue in order for this to build incrementally over time.

Please see the detailed tables below for academic outcomes in 2022/23.

<b>Subjects</b>	<b>Summary of outcomes</b>
Reading	Reading scores at the expected level were encouraging with our children above the national pupil premium averages and in line with national expectations for all pupils. Numbers were lower at the greater depth level.
Writing	Writing mirrored reading with Church Langton pupil premium children achieving better than pupil premium children nationally and broadly in line with other pupils at the expected standard. As with reading, the greater depth levels were behind national.
Maths	Maths followed the same trend with pupil premium children being higher than the national pupil premium figures and in line with national levels for the expected standard. Greater depth numbers were again behind national.

Percentages of disadvantaged children achieving expected or above expected standard (it is important to note the context of these scores with some cohorts having experienced the pandemic remote learning process).

	Reading Expected	Reading GDS	Writing Expected	Writing GDS	Maths Expected	Maths GDS
National	74%	27%	70%	18%	75%	25%
National PP	62%	16%	62%	9%	65%	14%
Church Langton PP	75%	8%	67%	0%	75%	0%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*