# Pupil premium strategy statement 2024/2025

This statement details our school’s use of pupil 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 | 89 |
| Proportion (%) of pupil premium eligible pupils | 7% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 23/24  24/25  25/26 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Jamie Walker-Jones |
| Pupil premium lead | Jo Richardson |
| Governor / Trustee lead | Stephanie Spencer |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 8,880 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £ 8,880 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Viewing our children as individuals whilst having the ambition for them to achieve in line with their peers, is at the centre of our decisions about how the Pupil Premium grant is spent. We pride ourselves on a personalised learning approach - the activities provided and supported by the funding are designed to support the whole child thus enabling them to maximise their learning potential.  We have high aspirations for all the children in our care. Pupils are given opportunities, support and guidance to enable them to flourish academically, emotionally and socially. With a small number of children qualifying for Pupil Premium funding, those who do are given support appropriate to their individual needs – there is not a ‘one size fits all’ approach in our school.  It is important to consider research conducted by EEF, the context of the school and the specific challenges faced when making decisions about the use of Pupil Premium funding. Barriers to learning can include, but are not limited to: language and communication difficulties, lack of confidence and social skills, attendance issues, lack of support at home, complex family situations, trauma and behaviour issues.  We regularly meet to discuss the needs of children and, depending what those needs are, we source appropriate measures and interventions to help support their learning and development. These are bespoke and may vary year on year depending on the needs of the children.  The key principles of our strategy are:  • Teaching and learning opportunities that meet the needs of all learners  • Appropriate provision in place for all children and is assessed regularly  • Acknowledgment that not all socially disadvantaged children qualify or are registered for FSM  Provision can include, but is not limited to:  • ELSA intervention  • 1:1 support daily/weekly in phonics, reading, numeracy • Small group support daily/weekly  • Extra-curricular and enriching learning opportunities |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Emotional wellbeing and mental health |
| 2 | Reduced cultural capital |
| 3 | Attainment and progress |
| 4 | Medical needs that inhibit good progress in PE |

## 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 |
| Pupils with specific social, emotional and behavioural needs have the capacity to self-regulate and manage their own well-being | Pupil questionnaires demonstrate that PP children feel safe, re well supported and have a wide range of well-being strategies in their toolkit. Children are comfortable with any trauma they have experienced. |
| Provide cultural capital for PP children by offering a wide and varied learning diet, both within and outside of the curriculum.  Build confidence within disadvantaged children. | A wide range of ambitious activities have been accessed through the school’s extra-curricular offer. All disadvantaged pupils to attend residential and other trips funded through pupil premium. Disadvantaged pupil’s experiencer wider curricular experiences eg. representing school in sporting, spiritual, chess, musical events at least once throughout the year. |
| Specific learning gaps of PP children have been targeted and healed, bringing progress in line with or better than their peers | Whole school staff meetings specifically look at the needs of PP children and identify areas where gaps in learning. Targeted and precise intervention is given to close these learning gaps. These interventions are focused, regular and provided by a well trained and experienced member of school staff. |
| Children achieve greater attainment in PE than they otherwise would have done. | Pupil feedback reveals a positive experience of PE sessions. Participation in extracurricular sporting activities including Sports Day. |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £900

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ongoing training and half termly supervision for Pastoral Lead to deliver ELSA sessions.  6 x £150 = £900 | CPD on Social and emotional learning strategies.  Trauma informed education.  <https://www.elsanetwork.org/elsa-network/evaluation-reports/> | 1 and 3 |
|  |  |  |

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

Budgeted cost: £5,985

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Weekly ELSA sessions delivered by our HLTA and Pastoral Lead.  38x 1/2 day per week for ELSA sessions = £2,565 | CPD on Social and emotional learning strategies.  Trauma informed education.  <https://www.elsanetwork.org/elsa-network/evaluation-reports/> | 1 and 3 |
| HLTA led Phonics intervention 1:2 ratio.  £15 x 1 x 3 x 38 =  £1,710 | Support at least three times a week on top of small groups phonics learning helps children to develop confidence and fluency – this will in turn ensure they achieve well during the phonics screening assessment. Phonics | EEF educationendowmentfoundation.org.uk | 1 and 3 |
| HLTA led Y6 maths intervention 1:4 ratio  £1,710. | Three times per week support for Y6 maths arithmetic rehearsal. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) | 1 and 3 |

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

Budgeted cost: £850

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Year 3 and 4 residential trip to be subsidised.  £210 | EEF report- The impact of non-cognitive skills on outcomes for young people Importance of primary school providing opportunities for pupils to develop self control and wider life experience. “There is evidence to suggest that self control may only be malleable up to age 10.” Furthermore, research suggests that “context also plays an important role in non-cognitive skills. The development and maintenance of noncognitive skills are optimised when the environment supports and reinforces these competencies.” By providing a safe external environment with their peers allows pupils the best possible opportunity to succeed. “Young people also need opportunities to use and generalise their newly learned skills in real-world settings (CASEL, 2003)” | 1 and 2 |
| Year 5 and 6 residential to be subsidised.  £90 |
| Other visits, speakers and experiences for 6 pupil premium children.  £250 |
|  |
|  |  |  |

**Total budgeted cost: £*7,735***

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |
| --- |
| *In the previous academic year, Langar had one child in receipt of pupil premium. They were in year 6.*  *In KS2 SATS 2024, 1 PP child in year six achieved age related expectation in mathematics and, spelling & grammar. They narrowly missed expectation in reading (98 standardised score). They were working significantly below expected standard in all areas in year four.*  *This child also attended two residential visits whilst with us at Langar. They had a very positive experience and happily said so. The child’s parent was very happy that this trip was subsidised stating that if the money had not been spent in that way, then her child would not have been able to attend.* |

## Externally provided programmes

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

|  |  |
| --- | --- |
| Programme | Provider |
| Charanga Music | Charanga Music |
| Real PE | Real PE |
| White Rose Maths | White Rose Maths |