



Pupil premium strategy statement – Langley Fitzurse Church of England School

December 2022 – Strategy Review (Year 2 of 3)

At Langley Fitzurse C of E Primary School we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued. We support one another to put down strong roots within our distinctively Christian culture. In this way, we will each be the very best we can be. This strategy should be read and understood from this perspective as it underpins our Pupil Premium Strategy. We are committed to providing the best possible education for every individual pupil. 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.

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 Fitzurse Church of England School |



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| Number of pupils in school | 94 |
| Proportion (%) of pupil premium eligible pupils inc Service Children | 18.76% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 17 th December 2023 |
| Date on which it will be reviewed | 1 st December 2023 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Karen Winterburn |
| Governor / Trustee lead | Gemma Hector |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £13,810.00 |
| Recovery premium funding allocation this academic year | £1620 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £3,615 |
| 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 | £17,245 |



Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced as well as understanding the research into the effective deployment of Pupil Premium funding conducted by the Education Endowment Fund.

Common barriers to learning for disadvantaged children can be; less support at home, weaker language and communication skills, lack of confidence, poor aspiration, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent a child from flourishing. The challenges facing children in receipt of Pupil Premium funding are extremely complex and varied. Therefore, we will ensure that all teachers are involved in the analysis of data and the identification of vulnerable learners, so that they are fully aware of the strengths and weaknesses across the school and the individual children's profile of need.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils • We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged



- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objective

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Higher rated of social emotional and mental health issues exacerbated by the Covid 19 pandemic. Assessments, observations, and discussions with pupils have highlight increased rates of poorer social emotional and mental health amongst pupils, especially pupil premium pupils and vulnerable learners. |
| 3 | Weaker academic attainment and security of knowledge. Assessments, observations, and discussions with pupils have demonstrated gaps in learning across the curriculum for pupil premium pupils. |



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| 4 | Weaker reading skills compared to non-disadvantage peers. Assessments, observations, and discussions with pupils have highlighted weaker reading skills for pupil premium pupils. |
| 5 | Weaker writing skills Assessments, observations, and discussions with pupils have highlight weaker writing skills and a reluctance to write amongst key pupil premium pupils |
| 6 | Lack of resources to support home learning. |

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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| All staff will be upskilled and well equipped to help all pupils to foster positive wellbeing/mental health to enable them to be more ready to learn. | <p>Attendance at Trauma Informed and play therapist – self esteem training throughout academic year 21-22.</p> <p>Garden of Dreams and other emotional literacy interventions are actions in response to specific needs.</p> <p>Social Skills Intervention small group delivered and support independence and resilience</p> |
| All pupils with identified language and communication weaknesses to have speech and language intervention and support -measured through the tracking of end of EYFS/KS data, phonic and reading assessments and reports compiled by speech and language support | <p>Implementation and roll out of NELI</p> <p>TA hours used to assess pupils level of need on entry and to support learning in the classroom including following specific SALT interventions.</p> |



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| | <p>Narrative Therapy</p> |
| <p>All pupils with identified gaps in their learning have access to interventions to their progress in these areas. -Measured through tracking of end of KS data, including Phonics and Times Tables assessment. Also through records kept by adults leading interventions, monitored by class teachers in the first instance and then the SENCO.</p> | <p>TA class hours are used to support learning in the classroom, targeted towards pupils with specific 'gaps'.</p> <p>TA class hours used to implement interventions with specific foci, targeting pupils with specific gaps, as identified by the class teacher and/or SENCO.</p> <p>Interventions or other strategies will be put into place to improve Disadvantaged Learners' learning outcomes – School led tutoring (SLT) Impact monitored through formative and summative assessment and through Pupil Progress Meeting and Teaching and Learning Governor Sub Committee - attainment and closing the gap.</p> <p>TA hours used to support the class whilst the class teacher is leading a specific intervention.</p> |
| <p>To narrow the learning gap for Disadvantaged Learners through targeted support in class, reading -Measured through tracking of end of KS data, including Phonics and reading assessments.</p> | <p>Disadvantaged Learners' progress will improve, so that an increased % are in line with that of their peers in school data.</p> <p>Disadvantaged Learners' attainment and progress will be tracked through Pupil Progress Meetings – evidence through Pupils Progress notes.</p> <p>Smaller steps of progress (relating to sessions with TAs) will be tracked, and there will be evidence of progress within these.</p> <p>After School SLT – October 2022</p> |
| <p>To narrow the learning gap for Disadvantaged Learners through targeted support in class, writing</p> <p>Measured through tracking of end of KS data, pupils reluctance to write will be evidenced through writing book looks and teacher and TA observation</p> | <p>Disadvantaged Learners' progress will improve, so that an increased % are in line with that of their peers in school data.</p> <p>Disadvantaged Learners' attainment and progress will be tracked through Pupil Progress Meetings – evidence through Pupils Progress notes.</p> <p>Smaller steps of progress (relating to sessions with TAs) will be tracked, and there will be evidence of progress within these.</p> |



To enhance resource provision and access to support wider academic achievement and access

Measured through tracking of end of KS data, and through targeted and anecdotal teacher and TA observation of pupils.

Targeted support from TAs to enable children to access support similar to 'home learning'

Disadvantaged learners accessing school trips, clubs and residential trips



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: £13,425

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Reader Leader Project – as part of Ramsbury English Hub</i></p> <p><i>Sounds Write Training</i></p> | <p>To support in improvement of phonic outcomes.</p> <p>Fidelity to one specific phonic approach.</p> <p>Sounds Write is a SSP approved approach</p> | 1,3,4,5 |
| <p>QFT and Targeted intervention support early identification, access to curriculum.</p> | <p>PPM and robust data tracking monitor impact of targeted intervention and QFT so that gap is closing with ARE.</p> | 1,2,3,4,5 |
| <p><i>Maths No Problem collaborative working within Federation</i></p> | <p>Introduced at Langley September 2021, focussing on CPA mastery approach.</p> <p>Federation school – SSQ an accredited MNP school and so supporting teachers through class visit in pedagogical and organisational roll out.</p> <p>Mastery Learning Toolkit Strand Education Endowment Foundation EEF</p> | 3 |
| <p><i>NELI implementation for EY Team</i></p> | <p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy</p> | 1,3,4,5 |



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| | <p>skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p><i>Trauma Informed Training – whole school</i></p> | <p>Becoming Trauma Informed – Network for Church Schools, will support all children impacted by the pandemic and those with early trauma experience.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic, performance, attitudes, behaviour and relationships with peers): and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf</p> | <p>2</p> |
| <p><i>In class teaching assistant support – FTE equivalent per class. Support Teaching and learning through planned and immediate interventions</i></p> <p>High Quality CDP for TAs – Sounds Write, MNP, social and emotional interventions, precision teaching and Teacch.</p> | <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Daily and additional phonic sessions</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1,2,3,4,5</p> |



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| PSHE Resource – Scarf SCARF: Safety, Caring, Achievement, Resilience, Friendship | Progressive and comprehensive scheme of learning which supports development of children’s PSHE across the school. SCARF: Safety, Caring, Achievement, Resilience, Friendship (coramlifeeducation.org.uk) | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1620.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Targeted School Led Tutoring</i> <i>Key Stage 2 during Term 3-4</i> <i>Key Stage 1 during T5</i> | 1:1 and small group intervention The National Tutoring Programme (NTP) helps support disadvantaged and vulnerable pupils from year 1 to year 11 to catch-up on missed education due to coronavirus (COVID-19). School-led tutoring is one route of the NTP. State-funded schools and academy trusts, with pupils eligible for pupil premium, receive a ring-fenced grant to source their own tutoring provision to support catch-up. | 1,2,3,4,5,6 |
| Teacher targeted intervention close ARE gap in Key Stage 1 | Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general | 1,2,3,4,5 |



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| | strategy to ensure effective progress, or to teach challenging topics or skills. Small group tuition EEF (educationendowmentfoundation.org.uk) | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Trips and wider curricular activities such as residential trips, extracurricular clubs, peripatetic music lessons. | Supporting the funding of trips, visits and residential has enabled all children to participate and be included. Parents report that this support is invaluable. | 6 |
| Educational resources | Laptops to support online learning such as Times Table Data from these resources details increased rates of progress amounts users | 2,3,4,5,6 |
| | | |

Total budgeted cost: £ £17,245

Service pupil premium funding

£320



For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | In class teaching assistant class support – to support mobility, transition and gaps in learning – delivered by teaching assistant or class teacher |
| What was the impact of that spending on service pupil premium eligible pupils? | Secure and robust relationships are established quickly. Strengths and gaps in learning are identified to support and build on learning. |