



Pupil Premium Strategy Statement – Langley Fitzurse Church of England School

Reviewed November 2025

2024:2027: Strategy Plan (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 funding (for the 2024 to 2025 academic year) 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
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School name	Langley Fitzurse Church of England School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils inc Service Children	27.04%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	31 st December 2025
Date on which it will be reviewed	1 st November 2024
Statement authorised by	Governing Body
Pupil premium lead	Karen Winterburn
Governor / Trustee lead	Amber Batson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14800
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	£14800



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	Social, emotional, behavioural and mental health difficulties impacting on children's ability to learn
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.
4	High mobility (it is not uncommon over an academic year to have up to 20% in year mobility) unsettled family relationships, mental health issues (parents), relative poverty, individual examples of low attendance and punctuality.
5	Weaker writing skills – application of accuracy in independent writing. Assessments, observations, and



	discussions with pupils have highlight weaker writing skills and a reluctance to write amongst key pupil premium pupils
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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
Improved mental health and emotional stability of pupils leading to better engagement with learning.	Sustained high levels of wellbeing by 2026/7 demonstrated by: <ul style="list-style-type: none">• qualitative data from pupil voice, parent surveys and teacher observations, reports from external agencies• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils• Effective ELSA and mental health support and provision for children and families.• Support for families beyond the school environment ensure children attend school ready to learn and access the schools wider offer.
Engagement of families with school and EWO to improve stability of home environment, attendance, punctuality and home support of learning.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 5%.• pupils' punctuality is consistent and therefore they are ready to learn each morning.
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.	Early intervention and effective speech and language ensures that by 2026/2027 <ul style="list-style-type: none">• Assessments and observations indicate significantly improved oral language among disadvantaged pupils.



	<ul style="list-style-type: none">• Evidence includes engagement in lessons, book scrutiny and ongoing formative assessment,• Improved and sustained outcomes in Y1 & Y2 phonics and early reading following graduation from English Hub support.• Targets within Learning Plans together with speech therapy interventions documentation are SMART.• Reviews include parental and pupil voice.
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 SPAG and MTC, Mastery in Number – Mastering Number at Reception and KS1 NCETM	<ul style="list-style-type: none">• TA class support is used to support learning in the classroom, targeted towards closing attainment 'gaps'.• TA class support is used to implement interventions with specific foci, targeting pupils with specific gaps, as identified by the class teacher and/or SENCO.• Interventions or other strategies will be put into place to improve Disadvantaged Learners' learning outcomes.• Impact monitored through formative and summative assessment and reported through Pupil Progress Meeting and Teaching and Learning Governor Sub Committee• TA support may be used to support the class whilst the class teacher is leading a specific intervention.



Activity in this academic year

This details how we spent our pupil premium Academic Year 23-24 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reader Leader Project – as part of Ramsbury English Hub</i> <i>Sounds Write Training</i>	<p>To support in improvement of phonic outcomes. English Hub – English Hub</p> <p>Fidelity to one specific phonic approach. Sounds Write is a SSP approved approach What is Sounds-Write? - Sounds-Write</p>	1,3,4,5
QFT and Targeted intervention support early identification, access to curriculum.	<p>PPM and robust data tracking monitor impact of targeted intervention and QFT so that gap is closing with ARE. 1. High-quality teaching EEF</p>	1,2,3,4,5
<i>Maths No Problem collaborative working within Federation</i>	<p>Introduced at Langley September 2021, focussing on CPA mastery approach. Federation school – SSQ an accredited MNP school and so supporting teachers through class visit in pedagogical and organisational roll out. Mastery Learning Toolkit Strand Education Endowment Foundation EEF</p>	3
<i>In class teaching assistant support –</i>	Social and emotional learning (SEL) interventions seek to	1,2,3,4,5



<p><i>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>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>PSHE Resource – Scarf</p> <p>SCARF: Safety, Caring, Achievement, Resilience, Friendship</p>	<p>Progressive and comprehensive scheme of learning which supports development of children’s PSHE across the school.</p> <p>SCARF: Safety, Caring, Achievement, Resilience, Friendship (coramlifeeducation.org.uk)</p>	

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

Budgeted cost: £8657

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class and small group targeted support.	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	1,2,3,4,5



	<p>are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £711 contribution.

NB Further costs offset through Budget Share and externally generated fund.

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
Access to the arts	<p>First access violin for Y3/4</p> <p>Theatre trips</p> <p>Visiting musician</p> <p>Music cluster events</p> <p>Arts Participation EEF</p>	1, 2, 3, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4



Total budgeted cost: £XXXXXX

Externally provided programmes

Programme	Provider
Maths No Problem	Maths No Problem
TT Rockstars	TT Rockstars

Service pupil premium funding

£XXXXXX

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.

