



## Pupil premium strategy statement – Langley Fitzurse Church of England School

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
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	9.7%



Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	17 <sup>th</sup> December 2021
Date on which it will be reviewed	1 <sup>st</sup> September 2022
Statement authorised by	Governing Body
Pupil premium lead	Karen Winterburn
Governor / Trustee lead	Wendy Goodswen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,220
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,606
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,826



## Part A: 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.



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
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.	Attendance at Trauma Informed and play therapist – self esteem training throughout academic year 21-22. Garden of Dreams and other emotional literacy interventions are actions in response to specific needs.
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	Implementation and roll out of NELI  TA hours used to assess pupils level of need on entry and to support learning in the classroom including following specific SALT interventions.
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	TA class hours are used to support learning in the classroom, targeted towards pupils with specific 'gaps'.



<p>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 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.</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>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>
<p>To enhance resource provision and access to support wider academic achievement and access</p> <p>Measured through tracking of end of KS data, and through targeted and anecdotal teacher and TA observation of pupils.</p>	<p>Targeted support from TAs to enable children to access support similar to 'home learning'</p> <p>Disadvantaged learners accessing school trips, clubs and residential trips</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: £ 25,826

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>	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 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</p>	1,3,4,5



	children made on average 3 months of additional progress in language.	
<i>Trauma Informed Training – whole school</i>	Becoming Trauma Informed – Network for Church Schools, will support all children impacted by the pandemic and those with early trauma experience.	2

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

Budgeted cost: £ 413

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

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

Budgeted cost: £ 5,000





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, Mathletics, BugClub  Data from these resources details increased rates of progress amounts users	2,3,4,5,6

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*



## 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.

Academic year	2020/21 Financial Year
Total number of pupils on roll	94
Total number of pupils eligible for PPG	14
Amount of PPG received per pupil	£1,345
Total number of pupils eligible for SPP	-
Number of pupils eligible for LAC and PLAC premium	4
Total LAC and PLAC premium received	£2,345
Total PPG received	£28,210

#### Objectives

- To support children academically and emotionally so that children will make at least expected progress from their starting point.
- Where appropriate, action curriculum opportunities i.e. equine, play and psychology therapy that support the needs of identified children.



- To ensure all children have equity of provision for wider school experiences
- To support families in purchasing specific school equipment/school uniform.

### Outcomes

At the beginning of 20-21 in class support was restructured to develop adult class teaching teams. The rationale for this were:

1. Targeted support was immediate and relevant, teachers had greater flexibility to direct intervention within the daily class routines. Class intervention maps were created to identify those children vulnerable to under achievement and provision identified.
2. The relationship between adults within the class supported meant that adults running interventions were able to support in the application of skills within other class learning, making targeted support purposeful and relevant.

This in the main this worked well during the academic year. However, the impact of Lockdown 3 and long term staff absence has limited the impact for this approach. Whilst children have made progress attainment across the school, in maths and writing, in particular are areas of school development for 21-22.

Whilst no statutory assessment took place in 20-21, internal assessment and robust monitoring continued throughout.

## 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
TT RockStars	TT Rockstars



Spelling Shed	ED Shed
Mathletics	3P Learning
Bug Club	Pearson

## Service pupil premium funding (optional)

*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?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

### Summary of spend and actions taken

In Class Teaching Assistant support – targeted intervention and cohort specific teaching: £18,953.00

Free School Milk: £97.46

Online Learning Resources: Storytime magazine during Lockdown: £48.00, White Rose Maths £120.00

First Access Music lessons: - piano - £172.42, drumming - £242.20, Ukulele - £90.75

Education Psychology Services: £250.00

Ipads: £3,679.00