

Langtree Community Primary School
Pupil Premium Strategy Statement

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	Langtree Community School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022/July 2023
Statement authorised by	M Smallwood
Pupil premium lead	D Clark
Governor / Trustee lead	S Mills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,105
Recovery premium funding allocation this academic year	£2000.00
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	£14,105

Part A: Pupil premium strategy plan

Statement of intent

- *We aim for all of our children to have access to and to make good progress in a broad and balanced curriculum*
- *Our Current pupil premium plan works towards meeting this objective by supporting targeted groups or individuals to access the curriculum through quality first teaching or high quality interventions*
- *Our key principles are to provide the highest quality intervention and support alongside high quality wellbeing practice that is embedded throughout the school*

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

Challenge number	Detail of challenge
1	Independence and resilience – impact due to Covid closure has reduced the pace related and independent learning behaviours
2	Increased levels of anxiety for children and parents
3	Attendance figures dipped due to anxiety, ill health or other parenting issues
4	Gaps in learning increased due to school closure/pupil absence

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 access full curriculum and work at pace towards ARE	At least 80% of children are working at or above ARE in each year group
Barriers to learning are reduced and pupils make good progress towards ARE	All children have made sufficient progress from their starting points
Attendance over time is at least in line with national average. Persistent absentees are targeted and attendance improves, these children make good progress towards ARE	Attendance figures are at least in line with national average
Targeted groups make accelerated progress towards ARE, the gap narrows	The attainment gap narrows, the vast majority of pupils are on track to meet ARE

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First teaching QT 1:1 support QT targeted support (Use of TAs to support groups allowing QTS delivery)</i>	EEF research on most effective use of TA support	1,4
<i>Targeted interventions delivered by trained TAs</i>	Interventions chosen from previous evaluation of impact - precision teaching, funfit	1,4

Targeted academic support Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured interventions- Y6 targeted catch up tutoring - QTS</i>	Quality first teaching high impact (EEF research)	1,4
<i>TA led interventions for targeted groups and individuals</i>	Evaluations of impact for interventions implemented.	1,4

Wider strategies Budgeted cost: £600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Support (Thrive/play Therapy)</i>	Good mental health, place to learn (Thrive approach)	3
<i>50% subsidy for trips and visits</i>	Improved enrichment programme, social skills, emotional development, resilience	2

Total budgeted cost: £14,100

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.

How successfully were the intended outcomes of the previous plan met?

Targeted support has ensured that more children are reaching age related expectations.

Quality first teaching (resourced by TA support) has provided rigor to lessons which has increased the pace for learning. Revisiting pedagogy has improved independence for learners. Interventions such as 'Fun fit' have enabled children to improve their gross and fine motor skills.

There are still groups of children and individuals who have fallen behind, these children continue to be supported both emotionally and through direct teaching strategies in order to close the gap.

Direct quality first teaching for specific year groups will impact upon the readiness for children in Year 6 for example to take their SATS tests with confidence.

A focus across the school with targeted pupils for reading, ensures that all children have access to a broad and balanced curriculum.

Our partnership Thrive practitioner and play therapist has been able to provide high quality training for LCS staff, this in turn is upskilling the staff to enable them to help close the attainment gap and improving wellbeing for them. Attendance is addressed through the pastoral support, again ensuring that all children access the curriculum.

Trip subsidy has been used for the limited amount of trips/visits this year.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Progress measures are based upon ongoing teacher assessments and end of unit checks.

% of all children on track to reach age related expectations by the end of the year 2022

	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	46%	55%	50%	50%	53%	64%
Writing	38%	64%	60%	64%	33%	64%
Maths	69%	73%	70%	86%	73%	79%

% Pupil premium/Disadvantaged children on track to meet age related expectations by the end of the year 2022

Subject	Yr R (2)	Year 1	Year 2 (3)	Year 3	Year 4 (2)	Year 5 (5)	Year 6 (2)
Reading	NA	NA	0%		0%	60%	100%
Writing	NA	NA	33%		100%	40%	100%
Maths	NA	NA	66%		100%	60%	100%

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
Accelerated reader programme	
Jigsaw	

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?	Buddy bench - To promote wellbeing and relational practice
What was the impact of that spending on service pupil premium eligible pupils?	Wellbeing and relational practice promoted through playtime