



Langton Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Langton CP Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	2.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	December 22
Date on which it will be reviewed	December 23
Statement authorised by	Rachel Ray (Head)
Pupil premium lead	Rachel Ray (Head)
Governor / Trustee lead	Howard Widdall (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5180
Recovery premium funding allocation this academic year	£2000
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	£7180

Part A: Pupil premium strategy plan

Statement of intent

At Langton Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The percentage of our pupils eligible for Pupil Premium is significantly lower than the national average (Langton 2.7% compared with National average 22.5% January 22).

High-quality teaching is at the heart of our approach, together with additional support as required and provision of necessary resources in order to ensure that all our children make good progress and enjoy and engage with all aspects of school life.

Overcoming barriers to learning takes priority when utilising the Pupil Premium grant. Our approach will be responsive to common challenges and individual needs, and will ensure that all children will receive quality first teaching in every lesson, together with targeted support for pupils who are not making expected progress. Likewise, we will ensure that non-academic barriers to attainment such as attendance, behaviour and physical and mental wellbeing are addressed.

Challenges

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

Challenge number	Detail of challenge
1	A number of our PP learners may have additional needs and require intervention ensure their learning, attainment and progress is in line with peers.
2	Possible lack of resources particularly IT, especially in the event of the need to return to remote learning
3	Financial barriers can prevent Pupil Premium children achieving full participation in school life, including extra- curricular and enrichment activities.

4	A number of our PP learners require access to emotional and social interventions to support Social Emotional Mental Health (SEMH) development.
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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
All PP children to enjoy school, have good attendance and make progress in line with their peers.	Pupil and parent feedback indicate that children are keen to come to school, high levels of attendance, and make progress in line with their peers.
All pupils can access extra-curricular opportunities. All pupils take part in opportunities leading to wider development of a fully enriched curriculum offer.	Monitoring of attendance and participation feedback from pupils, parents and teachers
All pupils have access to SEMH intervention as required	Pupil, parent and teacher feedback demonstrates that pupils are displaying positive mental well-being
All pupils can access remote learning if necessary and have access to technology both in and out of school to support learning	All pupils have regular access to technology.

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: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on restorative practices and emotion coaching within staff CPD sessions.	Both restorative practices and emotion coaching have been advised by the LA to support all pupils. Pupil, parent and teacher feedback demonstrates that pupils are displaying positive mental well-being.	4

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

Budgeted cost: £5780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure weekly dedicated pastoral and intervention time to support learners with additional needs and who may require intervention to ensure their learning, attainment and progress is in line with peers.	Pupil progress data, year-end attainment data. Feedback from pastoral sessions as appropriate	1, 4

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

Budgeted cost: £ 1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Installation and storage costs of new (to Langton) laptops	All pupils have regular access to technology (and access in the event of Remote Learning)	2
All pupils can access extra-curricular opportunities. All pupils take part in opportunities leading to wider development of a fully enriched curriculum offer.	Monitor attendance of engagement with wider opportunities.	2, 3

Total budgeted cost: £ 7 180

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 2021 to 2022 academic year.

Review of Expenditure 2021-22.

Challenge 1 - A number of our PP learners may have additional needs and require intervention ensure their learning, attainment and progress is in line with peers.

All classes have daily GTA support and our HLTAs and 0.4 teacher have been utilised to provide additional intervention support where necessary. Interventions were targeted to ensure those pupils who were making slower progress were supported effectively. Data demonstrates that good progress was made. Continued support will be provided especially for developing resilience in independent writing.

Challenge 2 - Possible lack of resources particularly IT, especially in the event of the need to return to remote learning

The school acquired twenty new to the school laptops. These have significantly increased our ability to ensure all pupils can access technology to support learning and where necessary, use them at home.

Challenge 3 - Financial barriers can prevent Pupil Premium children achieving full participation in school life, including extra- curricular and enrichment activities

The school continued its commitment to providing a wide range of sporting clubs and continued its membership of the Malton Sports Partnership. Within these events, participation was monitored to ensure that all pupils had an opportunity to participate. The school also increased outdoor learning opportunities and is currently training a member of staff to be a qualified Forest School practitioner. Again, all pupils have had access to outdoor learning and feedback about this has been very positive.

Challenge 4 - A number of our PP learners require access to emotional and social interventions to support Social Emotional Mental Health (SEMH) development.

Through the continued role of our most Pastoral Lead, 1:1 sessions were provided to support those pupils requiring time to talk and additional SEMH support. The school works closely with Early Help and their Family Support workers as appropriate. The newly designed Behaviour Policy based on restorative approaches has supported this focus.