

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2028 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	Langenhoe Community Primary School
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	16.21% 18% (including LAC)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	March 2025
Date on which it will be reviewed	March 2026, 2027
Statement authorised by Headteacher	Sarah Stevenson
Pupil premium lead	Melissa Stead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28068
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£28068

# Part A: Pupil premium strategy plan

## Statement of intent

At Langenhoe Community Primary School we view all pupils as individuals and part of one community. We have high expectations for all learners, and it is our responsibility to recognise and identify any challenges that learners may have to reaching their full potential and put the necessary support in place. We strive to close any identified gaps within children's learning and ensure they do not become wider. We want to ensure that all pupils have the same opportunities and life experiences regardless of challenges that they may have. We have reviewed our cohort and any children that have additional challenges to learning have been included as 'disadvantaged' regardless of them being PPG or otherwise.

The key principles of this strategy plan underpin these values and work towards achieving the following objectives:

- every child has the right to a full-time education
- every child should develop reading fluency
- every child should make progress from their starting points and achieve their full potential
- every child should have opportunities to participate in extracurricular activities and experiences
- every child should feel safe and happy in school

## Challenges

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

Challenge number	Detail of challenge
1	Good progress in mathematics from starting points
2	Good overall attendance in line with National average of 96%, our current PPG average is 93.3%
3	Good progress in reading from starting points to develop fluency
4	Opportunities to participate in extracurricular activities, trips and increase cultural capital
5	To improve social, emotional and well being

## 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
1.To improve maths outcomes	100% PP pupils will make progress from their current starting point in maths and achieve their end of year target.
2.To improve attendance	100% of PP pupils will have an attendance of at least 96%
3.To improve Reading outcomes	100% PP pupils will make progress from their current starting point in Reading and achieve their end of year target.
4.To develop cultural capital	PP pupils have access to our curriculum including trips and off-site events. There will be an increased uptake of extra curricular activities. Current uptake is 33%.
5.To improve the social, emotional and well-being.	PP pupils have access to interventions, which are monitored for impact, to support any social, emotional and well-being needs.

## 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: £3530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ready to Regulate	<p>This is an evidence-based intervention brought in by Essex. Research and evaluation of initial impact shows fewer behavioural outbursts, pupils are quicker to calm with general improved learning behaviours. It provides a consistent approach to dealing with behaviour across the school making children feel safe and understanding expectations.</p> <p>Teachers co-regulation and self-regulation (<i>EEF very high impact for very low cost based on extensive evidence</i>) (<i>addressing educational disadvantage in schools and colleges by Marc Rowland</i>)</p>	1, 2, 3, 5
Application of LSA intervention training	<p>LSA's will receive updates in the following evidence-based interventions:</p> <p>Speech and language interventions. (<i>EEF oral language interventions very high impact for very low cost based on extensive evidence</i>)</p> <p>Precision teaching (<i>evidence-based intervention delivered by Educational Psychologists in Essex</i>)</p> <p>Use of pre-teaching (<i>EEF high-impact</i>)</p>	1, 2, 3, 5
In class support	<p>Scaffolding pupils learning for independence. (<i>EEF high impact</i>)</p> <p>Use of metacognition and positive mindset (<i>EEF very high impact for very low cost</i>)</p>	1, 2, 3, 5
PSHE Curriculum -	<p>Promotes positive social and emotional well-being and resilience to learning. Broad, celebrates diversity, teaching</p>	1, 2, 3, 5

	children to understand and apply what they learn. Children feel listened to.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching	Precision teaching is an evidence based interventions delivered by Educational Psychologists <i>in Essex</i> )	1, 2, 3, 5
Wellbeing Hub	Tending based just intervention. Impact is evident from feedback from parents and pupils that pupils have used strategies learnt to manage their well-being.	2,4, 5
Thrive	Evidence-based intervention. Impacts of sessions and relationships is evident through being happier to be in school. Fewer behavioural incidents.	2, 4, 5
Well-being sessions	Impact is evident from previous well-being sessions. Use of anxiety mapping to record impact. Speaking to pupils and parents - a joined up consistent approach.	4, 5
Access to clubs (Lunchtime book club and afterschool clubs)	This has proven to give all pupils equal access to extracurricular activities which in turn has supported their social and mental well-being. Evidence from speaking to parents and pupils. ( <i>'No child left behind' Marc Rowland</i> )	4, 5
TPP families	Essex-based strategy. Positive feedback from courses delivered to parents. Parents feeling empowered with a better understanding on how to support their children. Promotes consistency across the school and home.	4, 5
PINS training	Staff have a better understanding of neuro diversity and how to support these pupils. Improved understanding of emotional regulation and how to support these pupils evidence is fewer this regulated children and behaviour incidents.	2,4,5

In class support	Scaffolding pupils learning for independence. <i>(EEF high impact)</i> Use of metacognition and positive mindset <i>(EEF very high impact for very low cost)</i>	1, 2, 3, 5
Small group tuition	EEF moderate impact for low-cost	1, 2, 3, 5
Pre-teaching	<i>(EE F high-impact)</i> pupils feel more confident to access the lesson.	1, 2, 3, 5
Book club	<i>EEF reading comprehension strategies very high impact for very low cost</i>	1, 2, 3, 5

## Wider strategies

Budgeted cost: £2345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance meetings-supported by the Local Authority Attendance Specialist	Impact from previous attendance/lateness meetings with parents has shown both have significantly improved.	1, 2, 3, 4, 5
Ready to Regulate	This is an evidence based intervention brought in by Essex. Impact shows fewer behavioural outbursts, pupils are quicker to calm. Consistent approach to managing behaviour whole school.	1, 2, 3, 4, 5
Access to clubs	This has proven to give all pupils equal access to extracurricular activities which in turn has supported their social and mental well-being. Evidence from speaking to parents and pupils. <i>(‘No Child Left Behind’ Marc Rowland)</i>	4, 5
Zones Of Regulation	EE F social and emotional moderate impact for very low cost EE F use of metacognition and regulation very high impact for very low cost	1, 2, 3, 4, 5

**Total budgeted cost: £16,345**

## 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 2023 to 2024 academic year.

#### **To improve reading attainment and accelerate progress in reading.**

- For PP pupils to read for pleasure.
- 100% PP pupils will make progress from their current starting point in reading.
- Reading is at the heart of learning.
- Reading comprehension activities are considered effective in raising the attainment by 6 months.
- The majority of learning in secondary schools is through reading, we aim for all our children to be 'secondary ready'.
- PPG individual plans
- Continue to monitor the whole school approach to the teaching of reading.
- Develop a positive reading culture within the school through displays, class texts, book club, shared reading activities
- Training for staff where identified.

#### **IMPACT:**

2023/2024:

In reception 100% of pupils are on track for age-related expectations.

In year 1 75% of pupils are working below and 25% are on track for age-related expectations.

In year 2 100% of pupils are on track for age-related expectations.

In year 3 50% are on track for age-related expectations and 50% are working above age-related expectations.

In year 4 100% of pupils are on track for age-related expectations.

In year 5 66.7% are on track for age-related expectations and 33.3% working below.

In year 6 100% of pupils are on track for age-related expectations.

LSA's had training with Senco for phonics interventions.

Class texts continue along with door displays. Reading has a high focus and priority across the school through displays and all children could talk about silent sustained reading within classes, books they were studying in class and books they were reading for pleasure.

### **To develop and improve pupils resilience to learning**

- Pupils have a positive mind set to learning and show resilience and meta cognitive behaviours.
- 90% of PP pupils will have medium or high resilience.
- Meta cognition and self- regulation provide the greatest improvement according to the EEF Toolkit.
- Resilience and engagement scale toolkit from jigsaw questionnaires carried out showing that 31% of PP pupils have low or very low resilience and 62% of PP pupils have medium resilience and 8% of pupils have high resilience.
- Continued investment in developing a relevant and exciting curriculum which is designed to meet the needs of the pupils.
- INSET and CPD for staff on how to encourage positive learning behaviours in the classroom
- The use of clear success criteria in all subjects.
- Subject leader feedback in staff meeting. (7.12.20)
- To further embed our intent- Explore, Create, Connect, into learning.
- Staff meeting on resilience interventions (23.11.20)

### **IMPACT:**

2023/2024

The SENCo trained as a qualified licensed Thrive practitioner. All class teachers had training in the thrive approach. This approach and intervention has shown improvement in children's emotional well-being leading to improved resilience.

Trauma perceptive practice for families 6 week course has been delivered to parents to understand behaviour and support emotional well-being providing consistency between school and home seeing an improvement in behaviour and well-being.

The well-being hub, a 6 week after school intervention, has run twice a year for pupils working on resilience, problem-solving and emotional well-being seeing an improvement for transition to secondary school and in resilience.

**For all PP children to have individual plans which identify challenges to learning and interventions.**

- 100% of PP pupils will make progress filling at least two of their learning gaps and diminish the difference.
- All support staff will know who PPG/Disadvantaged children are.
- Small group interventions with highly qualified staff have been shown to be effective
- (Visible learning by J.Hatie and EEF Toolkit )
- 60% of LSA's knew who PP children were. Class teachers to liaise with SENCo
- Teachers to ensure SENCo has assessment data and data analysis termly.
- SENCo and HT to monitor plans and progress of PP pupils termly through pupil progress meetings.
- Sharing plans with parents at parents' evenings/meetings.
- Parents given the opportunity to discuss needs and provision.
- LSA support targeting individuals' challenges.
- LSA is to have further training on a variety of interventions. (Week beginning 2.11.20 – ongoing)
- Not all support staff knew who PP children were.
- Where required 1:1 tuition to accelerate progress and raise attainment.
- 90% of all PP pupils who receive 1:1 will make ARE or better. 1:1 tuition has a moderate impact EEF toolkit. Pupils who have identified needs in prescribed areas are to be offered tuition.

### IMPACT:

2023/2024

All PPG pupils made progress from starting points with hundred percent of pupils filling at least 2 of their learning gaps.

All support staff knew who PPG children were.

Small group interventions were carried out with pupils.

Teachers and SENCO liaised to create individual plans.

SENCO attended pupil progress meetings where possible.

SENCO liaises with parents on how budgets are spent.

LSA's have had training on a variety of interventions.

**To close gaps within English and maths due to national lockdown.**

- 100% of PP pupils will make progress filling at least two of their learning gaps and diminish the difference.
- Small group interventions with highly qualified staff have been shown to be effective (Visible learning by J.Hattie and EEF Toolkit )
- Small group tuition delivered by highly qualified teachers.
- Gaps analysis undertaken.
- Assessment and data analysis undertaken.
- Groups planned to ensure pupils with the same gaps are targeted.
- Planning is appropriate to target gaps.
- Head teacher and SENCo to monitor.
- Intervention training for LSA's.

### **IMPACT:**

2023/2024

Pupils enjoy book club and develop a love for reading which is evident across the curriculum.

Maths clubs and writing clubs have run after school to support pupils.

100% of pupils have made progress from their starting points filling at least 2 of their learning gaps.

### **Reading:**

In reception 100% of pupils are on track for age-related expectations.

In year 1 75% of pupils are working below and 25% are on track for age-related expectations.

In year 2 100% of pupils are on track for age-related expectations.

In year 3 50% are on track for age-related expectations and 50% are working above age-related expectations.

In year 4 100% of pupils are on track for age-related expectations.

In year 5 66.7% are on track for age-related expectations and 33.3% working below.

In year 6 100% of pupils are on track for age-related expectations.

### **Writing:**

In reception 100% of pupils are on track for age-related expectations.

In year 1 75% are working below and 25% are on track for age-related expectations.

In year 2 100% of pupils are on track for age-related expectations.

In year 3 50% of pupils are on track for age-related expectations and 50% of pupils are working above age-related expectations.

In year 4 100% of pupils are on track for age-related expectations.

In year 5 33.3% are on track for age-related expectations and 66.7% are working below.

In year 6 33.3% are working below age-related expectations and 67% are on track.

### **Maths:**

In reception 100% of pupils are on track for age-related expectations.

In year 1 25% are working below age-related expectations and 75% are on track.

In year 2 100% of pupils are on track for age-related expectations.

In year 3 50% of pupils are on track for age-related expectations and 50% are working above age-related expectations.

In year 4 100% of pupils are on track for age-related expectations.

In year 5 33.3% are on track for age-related expectations and 66.7% are working below.

In year 6 33.3% are working below age-related expectations and 67% are on track.

### **To develop life experiences and cultural capital for PP pupils.**

- PP pupils are able to access all the school curriculum and are given opportunities to develop their cultural capital through outside agencies. Tailoring the learning and educational diet to the needs of the pupils. Investing in 'Cultural capital' of individuals and providing a rich and varied diet. Audit of PP children regarding the take up of extra- curriculum activities and identification of possible barriers.
- Funding for trips, swimming and other educational visits.
- Funding is available for out of school activities run by the school.
- Funding is available for music and other such tuition in school.
- Provide funding for kids club for pupils with siblings to enable parents to collect from clubs.
- Look at the opportunity of arranging lunchtime clubs for those who are unable to collect at the later time. (Lego club)

**IMPACT:**

2023/2024

Swimming was funded for some pupils.

Mersea water sports activities was funded for some pupils.

Extra curricular clubs was funded for pupils.

Residential trip was funded for some pupils.

Themed weeks within the curriculum.

Book club at lunchtimes weekly.

Pantomime was funded for some pupils.

Pupils participated in school trips, such as Firstsite and London Tate modern.

**To offer support for PP pupils where social and emotional issues are barriers to learning.**

- PP pupils have social and emotional support from a range of adults. Mindfulness and counselling session have in the past had an impact on learner's behaviours and social and emotional well-being. Counselling is available where required
- Mindfulness sessions.
- Yoga sessions
- Look at offering PP pupils 'wild well-being' when needed.

**IMPACT:**

**2023/2024**

All pupils have access to outdoor learning at least once a week.

The SENCo trained as a qualified licensed Thrive practitioner. All class teachers had training in the thrive approach. This approach and intervention has shown improvement in children's emotional well-being.

Trauma perceptive practice for families 6 week course has been delivered to parents to understand behaviour and support emotional well-being providing consistency between school and home seeing an improvement in behaviour and well-being.

The well-being hub, a 6 week after school intervention, has run twice a year for pupils working on resilience, problem-solving and emotional well-being seeing an improvement in emotional well-being..

Well-being sessions with SEN LSA have had a positive impact shown by repeated anxiety mapping.

Support has been provided through outside agencies for some pupils both in school and at home.

Counselling has been available for PPG pupils.

## Externally provided programmes

Programme	Provider
Well-being hub	Bentley primary school
Ready to regulate	Essex County Council
Trauma Perceptive Practise	Essex County Council
Thrive approach	Thrive

## 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?	Writing club Reading club Water Sports One-To-One well-being sessions
What was the impact of that spending on service pupil premium eligible pupils?	Improved cultural capital. Experiences that may not ordinarily be on offer. Equality with other pupils. Improved social and emotional well-being. Progress in reading and writing.