



Langley Green Primary School

Pupil Premium Strategy Statement



This statement details our school's use of Pupil Premium 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 2025/2026

Detail	Data
Number of pupils in school (not including Nursery)	413
Proportion (%) of pupil premium eligible pupils	24.2
Academic years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	1 st September 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Alison Wallis
Pupil Premium Lead	Debbie Harrowven

Funding overview 2025/2026

Detail	Amount
Pupil Premium funding allocation this academic year	£151,500
Total budget for this academic year	£151,500

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 45 – 64% of our disadvantaged pupils arrive below age-related expectations compared to 0 - 25% of other pupils. This gap remains steady to the end of KS2.
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils. 30 - 35% of disadvantaged pupils have been 'persistently absent' compared to 10 -13% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that more than 64% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that more than 57% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: - the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. - the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 25% lower than their peers.

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: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Formative and Summative assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1
Purchase of a Sounds Write to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	3

Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	5
--	---	---

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: And in small groups:	4

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

Budgeted cost: £37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school	Both targeted interventions and universal approaches can have positive overall effects:	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £ 151,500

Outcomes for Disadvantaged Pupils

Improved oral language skills and vocabulary among disadvantaged pupils. Staff training has improved recognition of speech and language difficulties, as a result a greater number of speech and language referrals have been made. Appointment of a dedicated TA to carry out SALT interventions has resulted in more children receiving the support identified on individual learning plans. The impact of this is significant improvements in oral language for target pupils. We have invested in Talk Boost and the Nuffield Early Intervention and have appointed a member of staff to lead on this.

Attainment of disadvantaged pupils – the target for KS2 reading outcomes were that more than 60% of disadvantaged pupils met the expected standard. 64% of disadvantaged pupils met the expected standard in reading. The target for KS2 maths outcomes in were that more than 68% of disadvantaged pupils met the expected standard. 50% of disadvantaged pupils met the expected standard in maths.

Following the appointment of a new mental health lead, significant changes were made to improve the wellbeing for all pupils. An increased number pupils accessed specialist support from our in school based EMHP. Play therapy places were increased and as a result children were able to confidently access learning and this has impacted on their learning outcomes. Resilience groups for pupils and parents has impacted on attendance and positive outcomes for families.

The overall absence rate for all pupils being no more than 5% was the target. The overall absence rate for all pupils was 6.82%. The absence rate for non-disadvantaged pupils was 6.93% compared to the absence rate of 9.52% for disadvantaged pupils.

The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10% was the target. The attendance gap was 2.59%.

The percentage of all pupils who are persistently absent being below 10% was the target and 28% of all pupils were persistently absent. The figure among disadvantaged pupils being no more than 25% lower than their peers was also a target. 30% of non disadvantaged pupils were persistently absent. 44% of disadvantaged pupils were persistently absent. The gap between non-disadvantaged and disadvantaged was 14%.

