



Pupil Premium REVIEW

Langney Primary Academy 2022-2023

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 have spent the funding in this academic year and the impact within our school.

School Overview

Detail	Data
School	Langney Primary Academy
Number of pupils in school	502 (including nursery) 455 (without nursery)
Proportion (%) of pupil premium eligible pupils	32.37% (July 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 This review is November 2023
Date this statement was published	December 2022
Date on which it will be reviewed	Regular reviews throughout the year key. End of year review Autumn 2023.
Statement authorised by	Benjamin Bowles (Headteacher) Jane McCarthy Penman (Chair of Governors)
Pupil premium lead	Benjamin Bowles
Governor / Trustee lead	Jane McCarthy Penman Anna McCallum Jo Carvall Marion Banner Lauren Post

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,052
Recovery premium funding allocation this academic year	£22,620
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	£229,672



Part A: Pupil Premium Strategy Plan

Statement of Intent

We have high aspirations and expectations for all children who attend our school. Every child can achieve and be successful and this philosophy is embedded in our vision, our curriculum and the culture of the school. All stakeholders are aware that children do not all join school from an equal starting point and it is our intent to remove challenges and provide each child with an equitable chance to succeed.

Challenges

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

Challenge number	Detail of Challenge
1	A high proportion of DA pupils have a low starting point on entry to the school
2	A high proportion of DA pupils have special educational needs (SEND) e.g 32% of children on the SEND register are also DA.
3	A high proportion of DA pupils and their families have emotional, social and pastoral needs
4	DA families often need support to maintain good attendance.
5	DA students are more likely to be further behind following Covid19 school closures because of a lack of resources such as internet, devices, parental time and educational level.
6.	A significant number of DA pupils lack access to technology/ internet at home.
7	A significant proportion of families open to children services are DA.
8.	Attainment in GLD, reading (KS1), writing, maths and phonics is below non DA pupils
9	A significant number of DA pupils have a deprivation of educational enriched experiences.
10	A high proportion of DA pupils' language is underdeveloped.



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
To maintain good attendance	<ul style="list-style-type: none"> ● Attendance of DA pupils will be better than the national DA average. ● Closing the gap between DA and National Non DA ● Persistent absence of DA pupils has reduced.
To improve vocabulary and spoken language	<ul style="list-style-type: none"> ● A whole school approach for oracy has been researched and developed. ● Communication and language ELG in line or better than national. ● Data from Bedrock programme shows improved understanding of vocabulary. ● Impact data from speech and language interventions evidence improvements. ● Reduction in the amount of children requiring speech and language intervention.
PP pupils receive opportunities to develop cultural capital alongside their peers.	<ul style="list-style-type: none"> ● The Curriculum offers ample opportunities to develop cultural capital.
To reduce the attainment gap in GLD	<ul style="list-style-type: none"> ● Attainment of DA pupils are in line or better than non DA in GLD. ● The gap between DA and Non DA attainment in GLD has closed. ● Attainment of DA pupils is in line or better than national non DA.
To reduce the attainment gap in phonics, reading and writing	<ul style="list-style-type: none"> ● Attainment of DA pupils are in line or better than non DA in phonics, reading and writing. ● The gap between DA and Non DA attainment in phonics, reading and writing has closed.
To reduce the attainment gap in maths	<ul style="list-style-type: none"> ● Attainment of DA pupils are in line or better than non DA in maths. ● The gap between DA and Non DA attainment in maths has closed. ● There is no gap between DA and Non DA in the multiplication check.
To develop DA pupils social, emotional and pastoral wellbeing	<ul style="list-style-type: none"> ● Pupil voice evidences improved wellbeing following intervention or support. ● Reduction in behaviour logs for DA pupils.
To ensure all children are supported in their learning at home	<ul style="list-style-type: none"> ● Increase in the amount of DA pupils engaging with home learning. ● Parent voice report feeling supported with home learning. ● DA pupils have devices and dongles to access learning at home.



To ensure accurate assessment informs planning and individual provision	<ul style="list-style-type: none"> • Moderations show accurate assessments. • Teachers report feeling confident in using formative assessment. • Pupil conferencing embedded as part of school practice.
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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: **£49,830**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidence informed CPD to support quality first teaching.</p> <ul style="list-style-type: none"> • Coaching of new Professional Development Leads (PD Leads) to carry out research based activities in fluency to address gaps/enhance learning (£1000 -Teacher Release Time). • CPD to enhance formative assessment, metacognition and self-regulation approaches (£1,500). • CPD to develop writing sequence to target year 2 gaps (£1000-Teacher Release Time). • Release time for NQTs+1 and observation/coaching of good practice in effective teaching and learning of writing (£1000-Teacher Release Time). • Year 2 teachers to attend termly Swale Hub meetings to support raising standards. (£1000) • Embed peer and self-assessment; particularly in the editing / improving stages of the writing sequence (AHT & Teacher Release time £1000) • Development of working walls to support depth of learning. • CPD to enhance formative assessment, metacognition and self-regulation approaches. • Provide a robust learning system to enable Y4 DA pupils to achieve the Maths Timetables Check (£100). • CPD to ensure all new to Y1 teachers and Y2 teachers are confident to teach phonics. • Further develop the quality of teaching and provision in the EYFS through professional development opportunities (£600). 	<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending- EEF PP guidance</p> <p>Metacognitions and self-regulation has been shown to have a positive impact of 7+ months EEF</p> <p>Phonics has been shown to have a positive impact of 5+ months EEF</p>	1,5,8
<p>Continue development of a Maths Mastery approach supported by Mastery Specialists.</p> <ul style="list-style-type: none"> • New teachers to the school to receive Maths mastery training for NCETM Mastery specialist. (£1500) 	<p>Mastery learning has been shown to have a positive impact of 5+ months EEF.</p> <p>Small group tuition has been</p>	1,2,5,8



<ul style="list-style-type: none"> • PD maths leads as advocate to PP attainment and progress (£1000-Teacher Release Time). • Continued White Rose / Power Maths Mastery Approach to teaching Mathematics (£250). • Review and embed approach to the teaching of Mathematics in the EYFS and purchase of resources (£800). 	<p>seen to have a positive impact of 4+ months EEF.</p>	
<p>Continue to develop a broad and engaging curriculum that focuses on vocabulary acquisition.</p> <ul style="list-style-type: none"> • Oracy to become a focus across the curriculum. Including curriculum development and CPD time (£2500) • ESCC Careers Champion Project embed into school curriculum. • Links with University of Brighton laboratories(£500). • Skills Builder project-development of skills essential to life. 	<p>Oral language interventions have been shown to have a positive impact of 6+ months EEF.</p>	<p>1,4,5,8,10</p>
<p>Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year.</p> <ul style="list-style-type: none"> • Identify groups and track progress at PP meetings (£3,000 Teacher release time). • Teacher release time for Partnership for Progress Meetings (PPM £ as above). • Research and implement new assessment and monitoring cycle including increasing the use of pupil conference. (£2000) 	<p>Feedback has been shown to have a positive impact of 6+ months EEF.</p>	<p>7</p>
<p>Revise early reading strategies and embed a whole-class reading approach underpinned by clearly defined formative assessment practices.</p> <ul style="list-style-type: none"> • Teacher to lead bespoke Reading support (£19,980) • PD leads to review impact of whole class reading approach and provide feedback to staff to move practice forward. • Purchase of Lexia digital reading scheme to accelerate reading for the bottom 20% of pupils. Robust tracking to measure impact, next steps advice to teachers and home learning for parents delivered by the English intervention teacher (£6,000). 	<p>Phonics has been shown to have a positive impact of 5+ months EEF.</p> <p>Feedback has been shown to have a positive impact of 6+ months EEF.</p> <p>Reading comprehension strategies have shown to have positive impact of 6+ months EEF.</p>	<p>1, 5, 8</p>
<p>Continue to develop pupil leadership and scholar's programme.</p> <ul style="list-style-type: none"> • Further development of the Swale Scholars Reading Programme (£500). • Writing competition for scholars (£100). • Further development of the Swale Scholars Writing Programme (£500). • Further development of the Swale Scholars Maths Programme (£500). • Primary Scholars Days with a focus on GDS disadvantaged pupils across the Eastbourne Swale Primaries (History, Outdoor Learning, Computing, Writing, Maths, and Gymnastics) (£1,500). • Liaison with Swale secondary schools to provide weekly Scholars Programme for GDS disadvantaged pupils in a secondary setting (Maths, Drama, PE, Creative Arts, Science) (£1,500). 	<p>Mastery learning has been shown to have a positive impact of 5+ months EEF.</p>	<p>1,5,8,9</p>



- Student Leadership (£500).

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

Budgeted Cost: £114,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention programmes and extra class support led by both Teachers and Teaching Assistants.</p> <ul style="list-style-type: none"> • Subscription for TTRockstars (£200). • TA/INA support provided in key cohorts in the morning to support English and Maths learning (£70,538). • English intervention teacher x5 days per week to provide CPD in phonics and reading for TAs/parents/teachers as well as work with target groups of pupils who have or are at risk of falling behind (£6,000). • Identified disadvantaged pupils access Speech and Language interventions (DW £12,000). • 1:1 and small group tuition (£7404) 	<p>Oral language interventions have been shown to have a positive impact of 6+ months EEF</p> <p>Teaching Assistant interventions have been shown to have a positive impact of 4+ months EEF</p> <p>Small group tuition has been seen to have a positive impact of 4+ months EEF</p> <p>Phonics has been shown to have a positive impact of 5+ months EEF</p>	1, 2, 5, 8, 10
<p>Use of specialist teachers.</p> <ul style="list-style-type: none"> • Raise profile of Reading for Pleasure through Librarian TA Role and sessions for all KS1 pupils (£8,250). • Music specialist teaching (£4,000). • Computing specialist teacher.(£4,000). • Spanish specialist teacher. (£2000) 	<p>Increasing access to high quality teaching is essential to allowing those with high potential to flourish. Teachers with more experience and subject specialism should be incentivised - recommendation from potential for success July 2018</p> <p>Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success - recommendations from potential for success July 2018</p>	1, 5, 8, 9

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

Budgeted Cost: £65,450



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support (internal and external).</p> <ul style="list-style-type: none"> • Triple P Parenting Programme (£250). • PSP meetings with parents to support vulnerable families to provide a team around the child approach and to build positive home/school relationships. • Employment of Family Support Advocate (FSA) to work with vulnerable families: (£6,000) • Positive Friendship Groups (£300). • Peer to peer mental health programme (£500). • Nurture/Thrive groups (£1100). • 1:1 support for pupils at risk of exclusion (£12,000) • Support with food parcels (£500). • Support with mental health counselling for parents. (£500). 	<p>Social and emotional learning has been shown to have a positive impact of 4+ months EEF</p> <p>Behaviour interventions have been shown to have a positive impact of 4+ months EEF</p> <p>Parental engagement has been shown in have a positive impact of 4+ months EEF</p>	<p>3, 4, 7</p>
<p>Attendance Team support.</p> <ul style="list-style-type: none"> • Employment of Attendance Lead Administrator (£16,000). • Weekly meetings between Senior Leader and Attendance Administrator to review individual pupil attendance rates / patterns / trends. • Follow hub Attendance and Punctuality protocol and procedures. • Attendance Passports for identified pupils (£200). • Reward systems for pupils and identified families (e.g. food hampers) (£1,000). 	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage KS2 the lower the likely level of attainment at the end of KS2 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions 	<p>4. 5, 8</p>
<p>Enriched educational experiences.</p> <ul style="list-style-type: none"> • Contributions towards external trips for EYFS pupils (£500). • Outdoor learning sessions for all cohorts and vulnerable group sessions (£1100). • Subsidy of school trips and other enrichment opportunities (£10,000). • Inter-generational and community projects e.g. (£250). • Provide music lesson for DA pupils in year 4 and 5 (£1000) 	<p>Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success - recommendations from potential for success July 2018</p>	<p>9</p>



<p>Parental support with home learning and developing strong working partnerships</p> <ul style="list-style-type: none"> • Purchase of 'Reading Bug Club' subscription to provide digital reading at home. Robust tracking to measure impact, next steps advice to teachers and home learning for parents delivered by the English intervention teacher (£1,500). • Investigation by English team of parent literacy learning programme to help parents to learn to read and write (£500). • Increase the profile of home / school reading and purchase of rewards (£1,000). • Replenish devices and WiFi access for DA pupils for Langney Keeps Learning (Homework and Lockdown learning) (£5000). • Support for parents to help their child with the teaching of phonics at home. • Subscription to home learning apps and programmes (£1,500). • Subscription to MyMaths (£500). • Teacher release time for Parent Consultations (2x per year) (£3,200). • Delivery of parent curriculum workshops (e.g. Maths, Phonics, Reading Comprehension) (£200). • Open evenings for parents to support pupils with home learning (6x / year) (£150). • Parent invitations to 'Stunning Starts' and 'Fabulous Finishes' to showcase termly topical learning (£200). • EYFS parental engagement projects (e.g. EYFS curriculum events; healthy eating; oral health; nappy changing) (£500). 	<p>Parental engagement has been shown to have a positive impact of 4+ months EEF</p>	
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Total Budgeted Cost: £229,672



Part B: Review of Outcomes In The Previous Academic Year Pupil Premium Strategy Outcomes

Impact Year 2 (2022-2023)

This section details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The pertinent disadvantaged (DA) pupil data -

- KS2 DA Pupils attained Combined RWM Expected Standard+ 44%, that is 22% lower than NA Non DA and 6% higher than LA DA.
- KS2 DA Pupils had positive progress scores in Reading +2.71 and Maths +1.76.
- KS2 DA Pupils had a negative progress score in Writing -3.35.

- KS1 DA Pupils in Reading attained 69% EXS+
- KS1 DA Pupils in Writing attained 50% EXS+
- KS1 DA Pupils in Maths attained 63% EXS+

- Phonics Year 1 DA pupils attained 59%

- EYFS - Communication & Language in EYFS Baseline scored 59% ARE and cohort achieved 82% ARE.
- EYFS - DA pupils attained 33% GLD.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data comparisons show -

- KS2 DA Reading & Maths EXS+ attainment is higher than NA Non DA pupils. DA attainment is higher than County Average in all areas apart from Writing higher standard and therefore Combined Higher Standard. DA Combined through Writing needs to continue to diminish the difference with peers.

- KS1 DA KS1 Reading Maths & Writing EXS+ & GDS attainment are all inline or higher than LA DA Averages.

- Phonics Yr1 DA pupils have attained 8% lower than NA DA and 4% lower than LA DA.



- EYFS Communication & Language Baseline achieved 82% ARE which is 2% above National Average. EYFS DA GLD is 19% lower than LA DA.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

This data & observations demonstrated that -

- Attendance strategy is effective - 2022-23 DA pupils attendance rate 95.5% was significantly above the national average for DA pupils and above the national average for ALL pupils..
- Behaviour strategy is effective - 2022-23 Behaviour analysis does not show any concerning trends involving DA group.
- Pastoral Support is effective - 10 internal and external pastoral interventions occurred throughout the academic year and met the needs of DA pupils.
- Developing Cultural Capital is effective - through DA pupils accessing our enrichment programme - trips, events, careers and aspirations work. Strategic, incisive targeting of disadvantaged pupils for club, talent discovery with free places was effective.
- Wellbeing Strategy is effective - Langney has been reaccredited with the "Wellbeing Award for Schools" that it will hold from 2023 -2026.
- Curriculum Strategy is effective - DA pupils are able to access our "Curriculum for Excellence" fully through sensitive and non stigmatising support. This includes exceptional specialist subject teaching and Langney Keeps Langney (homework) home devices deployed.

Based on all the information above, the performance of our disadvantaged pupils' expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that

- To sustain strong KS1 & KS2 QFT for DA pupils. We will continue focus on an inclusive refined Writing sequence, vocabulary development and continuing targeted DA "catch up" including NTP with Writing
- Reading Fluency priority work embedded with Early Reading Teacher.
- Phonics To refine and embed Phonics approach & raise standards in Yr1 outcomes.
- Speech & Language (especially in EYFS) continues to be a high priority and meets the needs of a rising number of children requiring specialist intervention. Continue NELI and explore and finance further support.
- Continue supporting wider issues impacting disadvantaged pupils' performance including attendance, behaviour, pastoral support and wellbeing listed above.

These priorities will feature in the subsequent Pupil Premium plans.

Further Information (optional)