



## Pupil Premium Strategy Statement Langney Primary Academy 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

### School Overview

Detail	Data
School	Langney Primary Academy
Number of pupils in school	473 (including nursery) 425 (without nursery)
Proportion (%) of pupil premium eligible pupils	32.37% (December 2023)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 - 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	Regular reviews throughout the year. End of year review December 2024.
Statement authorised by	Benjamin Bowles (Headteacher) Jo Carvall (Chair of Governors)
Pupil premium lead	Benjamin Bowles (Headteacher)
Governor / Trustee lead	Jo Carvall Marion Banner

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,386
Recovery premium funding allocation this academic year	£21,315
School Led Tutoring	£9,315
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	<b>£239,016</b>



# Part A: Pupil Premium Strategy Plan

## Statement of Intent

The Pupil Premium funding is an opportunity for all pupils to achieve across all subjects and disciplines and make accelerated progress. This is NOT a label or a limit.

We have high aspirations and expectations for all children who attend Langney. 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.

Quality First Teaching complimented by incisive interventions, through a strong whole school culture is focussed at Langney. We understand our community and context and strive to meet and exceed our six whole school intent drivers.

## Challenges

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

Challenge	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 36% of children on the SEND register are also DA (Dec 2023).
3	A high proportion of DA pupils and their families have emotional, social and pastoral needs.
4	DA families often need continued 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.	DA Pupils Attainment in GLD, Reading (KS1), Writing (KS1&2), Maths (KS1) 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 sustain good attendance for all pupils and particularly DA pupils.	<ul style="list-style-type: none"> <li>● Attendance of DA pupils will be better than the national DA average.</li> <li>● Closing the gap between DA and National Non DA</li> <li>● Persistent absence of DA pupils has reduced.</li> </ul>
To improve vocabulary and spoken language	<ul style="list-style-type: none"> <li>● A whole school approach for oracy has been developed and embedded.</li> <li>● Communication and language ELG is inline with national.</li> <li>● Data from Spelling Shed shows improved understanding of vocabulary.</li> <li>● Impact data from speech and language interventions evidence improvements.</li> <li>● Reduction in the amount of children requiring speech and language intervention with older children in school.</li> </ul>
PP pupils receive opportunities to develop cultural capital alongside their peers.	<ul style="list-style-type: none"> <li>● The Curriculum offers ample opportunities to develop cultural capital.</li> </ul>
To reduce the attainment gap in GLD	<ul style="list-style-type: none"> <li>● Attainment of DA pupils are in line or better than non DA in GLD.</li> <li>● The gap between DA and Non DA attainment in GLD has closed.</li> <li>● Attainment of DA pupils is in line or better than national non DA.</li> </ul>
To reduce the attainment gap in phonics, reading and writing	<ul style="list-style-type: none"> <li>● Attainment of DA pupils are in line or better than non DA in phonics, reading and writing.</li> <li>● The gap between DA and Non DA attainment in phonics, reading and writing has closed.</li> </ul>
To reduce the attainment gap in maths	<ul style="list-style-type: none"> <li>● Attainment of DA pupils are in line or better than non DA in KS1 maths.</li> <li>● The gap between DA and Non DA attainment in maths, including the MTC has closed.</li> </ul>
To develop DA pupils social, emotional and pastoral wellbeing	<ul style="list-style-type: none"> <li>● Pupil voice evidences improved wellbeing following intervention or support.</li> <li>● Reduction in behaviour logs for DA pupils from 2022-23.</li> <li>● Careers Learning and Lifeskill development is embedded.</li> </ul>
To ensure all children are supported in their learning at home	<ul style="list-style-type: none"> <li>● Increase in the amount of DA pupils engaging with home learning.</li> <li>● Parent voice report feeling supported with home learning.</li> <li>● DA pupils have devices to access learning at home.</li> </ul>
To ensure accurate assessment informs planning and individual provision	<ul style="list-style-type: none"> <li>● Moderations show accurate assessments.</li> <li>● Teachers report feeling confident in using formative assessment.</li> </ul>



## 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: **£67,679**

Activity	Evidence that supports this approach	Challenge
<p><b>Evidence informed CPD to support quality first teaching.</b></p> <ul style="list-style-type: none"> <li>Coaching of new Professional Development Leads (PD Leads) to carry out research based activities in fluency to address gaps/enhance learning (<b>£1000 -Teacher Release Time</b>).</li> <li>CPD to enhance formative assessment, metacognition and self-regulation approaches (<b>£1,500</b>).</li> <li>CPD to develop and refine writing sequence (<b>£3,000 -Teacher Release Time</b>).</li> <li>Release time for ECTs and observation/coaching of good practice in effective teaching and learning of writing (<b>£1000-Teacher Release Time</b>).</li> <li>Year 2 teachers to attend termly Swale Hub meetings to support raising standards. (<b>£1000</b>)</li> <li>Embed peer and self-assessment; particularly in the editing / improving stages of the writing sequence (<b>DHT &amp; Leader of Learning time £1000</b>)</li> <li>Development of working walls to support depth of learning.</li> <li>CPD to enhance formative assessment, metacognition and self-regulation approaches.</li> <li>Provide a robust learning system to enable Y4 DA pupils to achieve the Maths Timetables Check (<b>£100</b>).</li> <li>Research and implementation into a potential new Phonics Scheme.(<b>DHT &amp; Early Reading Lead time £3000</b>)</li> <li>Further develop the quality of teaching and provision in the EYFS through professional development opportunities (<b>£600</b>).</li> </ul>	<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- <b>EEF PP guidance</b></p> <p>Metacognitions and self-regulation has been shown to have a positive impact of 7+ months <b>EEF</b></p> <p>Phonics has been shown to have a positive impact of 5+ months <b>EEF</b></p>	<p>1,5,8</p>
<p><b>Continue development of a Maths Mastery approach supported by Mastery Specialists.</b></p> <ul style="list-style-type: none"> <li>New teachers to the school to receive Maths mastery training for NCETM Mastery specialist. (<b>£1500</b>)</li> <li>PD maths leads as advocate to PP attainment and progress (<b>£1000-Teacher Release Time</b>).</li> <li>Continued White Rose / Power Maths Mastery Approach to teaching Mathematics (<b>£250</b>).</li> <li>Leader of Learning Maths release time to undertake Sustaining NCTEM CPD (<b>£4,000</b>).</li> </ul>	<p>Mastery learning has been shown to have a positive impact of 5+ months <b>EEF</b>.</p> <p>Small group tuition has been seen to have a positive impact of 4+ months <b>EEF</b>.</p>	<p>1,2,5,8</p>
<p><b>Continue to develop a broad and engaging curriculum that focuses on vocabulary acquisition.</b></p>	<p>Oral language interventions have been shown to have a positive impact of 6+ months <b>EEF</b>.</p>	<p>1,4,5,8,10</p>



<ul style="list-style-type: none"> <li>Oracy to become a focus across the curriculum. Including curriculum development and CPD time <b>(£2500)</b></li> <li>ESCC Start Small Dream Big Project embed into school curriculum. Skills Builder project-development of skills essential to life. <b>(£3,000 Careers Champion release time)</b></li> <li>Trips to University of Brighton laboratories <b>(£500)</b>.</li> </ul>		
<p><b>Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year.</b></p> <ul style="list-style-type: none"> <li>Identify groups and track progress at PP meetings <b>(£3,000 Teacher release time)</b>.</li> <li>Teacher release time for Partnership for Progress Meetings (<b>PPM £ as above</b>).</li> <li>Research and implement a new assessment and monitoring cycle including increasing the use of pupil conferences. <b>(£2000)</b></li> </ul>	<p>Feedback has been shown to have a positive impact of 6+ months <b>EEF</b>.</p>	<p>7</p>
<p><b>Revise early reading strategies and embed a whole-class reading approach underpinned by clearly defined formative assessment practices.</b></p> <ul style="list-style-type: none"> <li>Teacher (out of class) to lead bespoke Reading support <b>(£24,329)</b></li> <li>PD leads to review impact of the whole class reading approach and provide feedback to staff to move practice forward.</li> <li>Purchase of NGRT reading assessments 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 interventions. <b>(£6,000)</b>.</li> </ul>	<p>Phonics has been shown to have a positive impact of 5+ months <b>EEF</b>.</p> <p>Feedback has been shown to have a positive impact of 6+ months <b>EEF</b>.</p> <p>Reading comprehension strategies have shown to have a positive impact of 6+ months <b>EEF</b>.</p>	<p>1, 5, 8</p>
<p><b>Continue to develop pupil leadership and enrichment programme.</b></p> <ul style="list-style-type: none"> <li>HLTA release time to lead School Council <b>(£2,500)</b>.</li> <li>Targeted DA pupils with free places for enrichment clubs <b>(£500)</b>.</li> <li>Targeted DA pupils with subsidised places for enrichment trips <b>(£3,000)</b>.</li> <li>Further development of the Swale Scholars Science Programme <b>(£500)</b>.</li> <li>Primary Scholars Days with a focus on GDS disadvantaged pupils across the Eastbourne Swale Primaries (Outdoor Learning, Computing, Writing, Maths, and Gymnastics) <b>(£1,500)</b>.</li> <li>Student Leadership <b>(£500)</b>.</li> </ul>	<p>Mastery learning has been shown to have a positive impact of 5+ months <b>EEF</b>.</p>	<p>1,5,8,9</p>



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

Budgeted Cost: **£114,356**

Activity	Evidence that supports this approach	Challenge
<p><b>Intervention programmes and extra class support led by both Teachers and Teaching Assistants.</b></p> <ul style="list-style-type: none"> <li>• Subscription for TTRockstars <b>(£200).</b></li> <li>• TA/INA support provided in key cohorts in the morning to support English and Maths learning <b>(£70,538).</b></li> <li>• Intervention teacher x1 (Non Yr6) 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 <b>(£6,000).</b></li> <li>• Identified disadvantaged pupils access Speech and Language interventions <b>(DW 0.5 FTE £10,053).</b></li> <li>• 1:1 and small group tuition <b>(£9,315)</b></li> </ul>	<p>Oral language interventions have been shown to have a positive impact of 6+ months <b>EEF</b></p> <p>Teaching Assistant interventions have been shown to have a positive impact of 4+ months <b>EEF</b></p> <p>Small group tuition has been seen to have a positive impact of 4+ months <b>EEF</b></p> <p>Phonics has been shown to have a positive impact of 5+ months <b>EEF</b></p>	<p>1, 2, 5, 8, 10</p>
<p><b>Use of specialist teachers.</b></p> <ul style="list-style-type: none"> <li>• Raise profile of Reading for Pleasure through Librarian TA Role and sessions for all pupils <b>(£8,250).</b></li> <li>• Music specialist teaching <b>(£4,000).</b></li> <li>• Computing specialist teacher. <b>(£4,000).</b></li> <li>• Spanish specialist teacher. <b>(£2,000)</b></li> </ul>	<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 - <b>recommendation from potential for success July 2018</b></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 - <b>recommendations from potential for success July 2018</b></p>	<p>1, 5, 8, 9</p>



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

Budgeted Cost: **£54,981**

Activity	Evidence that supports this approach	Challenge
<p><b>Pastoral support (internal and external).</b></p> <ul style="list-style-type: none"> <li>• Wellbeing Award for Schools (<b>£700</b>).</li> <li>• PSP meetings with parents to support vulnerable families to provide a team around the child approach and to build positive home/school relationships.</li> <li>• Employment of Family Support Advocate (FSA) to work with vulnerable families: (<b>£6,000</b>)</li> <li>• Positive Friendship Groups (<b>£300</b>).</li> <li>• Peer to peer mental health programme (<b>£500</b>).</li> <li>• Nurture/Thrive groups (<b>£1100</b>).</li> <li>• 1:1 mentoring for pupils at risk of suspension/exclusion (<b>£7,581</b>)</li> <li>• Support with food parcels (<b>£500</b>).</li> <li>• Support with mental health counselling for parents. (<b>£500</b>).</li> </ul>	<p>Social and emotional learning has been shown to have a positive impact of 4+ months <b>EEF</b></p> <p>Behaviour interventions have been shown to have a positive impact of 4+ months <b>EEF</b></p> <p>Parental engagement has been shown in have a positive impact of 4+ months <b>EEF</b></p>	<p>3, 4, 7</p>
<p><b>Attendance Team support.</b></p> <ul style="list-style-type: none"> <li>• Employment of Attendance Lead Administrator (<b>£13,000</b>).</li> <li>• Weekly meetings between Senior Leader and Attendance Administrator to review individual pupil attendance rates / patterns / trends.</li> <li>• Follow Hub Attendance and Punctuality policy robustly.</li> <li>• Attendance Passports for identified pupils, eg food hampers (<b>£200</b>).</li> <li>• Reward systems for pupils and identified families (e.g. bugs, whole school treats) (<b>£1,000</b>).</li> </ul>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage KS2 the lower the likely level of attainment at the end of KS2</li> </ul>	<p>4, 5, 8</p>
<p><b>Enriched educational experiences.</b></p> <ul style="list-style-type: none"> <li>• Contributions towards external trips for EYFS pupils (<b>£500</b>).</li> <li>• Outdoor learning sessions for pupils and club costs (<b>£1100</b>).</li> <li>• Subsidy of school trips and other enrichment opportunities (<b>£10,000</b>).</li> <li>• Inter-generational and community projects e.g. (<b>£250</b>).</li> <li>• Provide music lesson for DA pupils in year 4 and 5 (<b>£1000</b>)</li> </ul>	<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 - <b>recommendations from potential for success July 2018</b></p>	<p>9</p>



<p><b>Parental support with home learning and developing strong working partnerships</b></p> <ul style="list-style-type: none"> <li>• 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 <b>(£1,500)</b>.</li> <li>• BoomReader subscription to support KS2 home reading and parental involvement <b>(£500)</b>.</li> <li>• Increase the profile of home / school reading and purchase of rewards <b>(£1,000)</b>.</li> <li>• Replenish devices and WiFi access for DA pupils for Langley Keeps Learning (Homework and Lockdown learning) <b>(£1000)</b>.</li> <li>• Support for parents to help their child with the teaching of phonics at home.</li> <li>• Subscription to home learning apps and programmes <b>(£1,500)</b>.</li> <li>• Subscription to MyMaths <b>(£500)</b>.</li> <li>• Teacher release time for Parent Consultations (2x per year) <b>(£3,200)</b>.</li> <li>• Delivery of parent curriculum workshops (e.g. Maths, Phonics, Reading Comprehension) <b>(£200)</b>.</li> <li>• Learning Showcase for parents to support pupils with home learning (3x / year) <b>(£750)</b>.</li> <li>• Little Green Pig partnership for Writing club and parental events at Towner) <b>(£600)</b>.</li> </ul>	<p>Parental engagement has been shown in have a positive impact of 4+ months <b>EEF</b></p>	<p>3,4,9</p>
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**Total Budgeted Cost: £239,016**





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

### Impact Year 3 (2023-2024) - Completed December 2024

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+ 32%, that is 14% lower than NA DA and 8% lower than LA DA.
- KS2 DA Pupils had negative progress scores in Reading -3.12, Writing -2.3 and Maths -2.3.
  
- KS1 DA Pupils in Reading Expected Standard+ 83%, that is 12% higher than NA. Reading GDS 23%, that is inline with NA and LA
- KS1 DA Pupils in Writing Expected Standard+ 73%, that is 10% higher than NA. Writing GDS 17%, that is 7% higher than NA
- KS1 DA Pupils in Maths Expected Standard+ 70%, that is 2% higher than NA. Maths GDS 7%, that is 9% lower than NA
  
- Phonics Year 1 DA pupils attained 64% in Phonics Screen, that is 4% lower than NA DA and 1% higher than LA DA.
  
- EYFS - Communication & Language in EYFS Baseline scored 59% ARE and cohort achieved 82% ARE.
- EYFS - DA pupils attained 29% 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 Even though individual RWM outcomes are not significantly below NA, the combined DA is significantly below NA. 2023-24 was a traumatic year that affected DA pupils disproportionately. Actions involve a greater leadership emphasis on targeting DA pupils through QFT and forensic follow up.
  
- KS1 DA KS1 Reading Maths & Writing EXS+ & GDS attainment are all inline or higher than LA DA Averages.



- Phonics Yr1 DA pupils have attained 4% lower than NA DA and 1% higher than LA DA. This is an upward trend from 202-23.
- 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 - 2023-24 DA pupils attendance rate 94.1% was significantly above the national average for DA pupils and inline with the national average for ALL pupils..
- Behaviour strategy and culture is effective - 2023-24 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 recredited 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.

**Our evaluation of the approaches delivered last academic year indicates that**

- A need for greater emphasis on forensic follow up of targeting DA pupils through QFT.
- To sustain strong KS1 & improve KS2 QFT for DA pupils. We will continue to focus on embedding our new inclusive refined Writing sequence, Phonics Approach and continuing targeted DA support to accelerate progress to be in line with Non DA Peers.
- Reading Fluency priority work to be continued with Early Reading Teacher.
- Phonics - To embed new Phonics approach & raise standards further 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)

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