

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

Detail	Data
School name	Langtoft Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	14.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Governing Body
Pupil premium lead	Becky Wood
Governor / Trustee lead	Hannah Yemc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP: £28,891 (est.19 children) Adopted from care: £11,662.49 (4 children) Service Children: £0 (0 children) LAC: £1500 (1 child) TOTAL £42,053.49
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4328 pp, £2503 lac, £5422 plac Total - £12,250
Total: £54,303.49	

Part A: Pupil premium strategy plan

Statement of intent

Background

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential and the intent of our pupil premium strategy is to prepare the children for the future, both in education and in life; that they make good progress and achieve high attainment across all subject areas irrespective of their background or the challenges they face.

Provision at Langtoft Primary School

In order to meet the above requirements, at Langtoft Primary School we will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. 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. As advised by the Education Endowment Fund (EEF), 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 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 they are 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.

The bulk of the pupil premium spend will be on supporting children with accessing the core subjects of English and Mathematics. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum. We also want to ensure we use the pupil premium funding to support our children's health and wellbeing and to ensure all disadvantaged children have access to enrichment opportunities and cultural capital such as residential courses, individual musical instrument lessons and competing in sporting events.

Our Vision for our SEND and Vulnerable Pupils

Learning for Life

Our Mission

- We are committed to and passionate about nurturing the education and well-being of the whole child in a safe and caring community, through fostering an inclusive culture where every individual is valued.

- We deliver an ambitious and creative curriculum, to meet the needs of every child, ensuring a life-long thirst for learning.

Values

Woven and embedded through every thread of our curriculum and school life, we teach and demonstrate our core school values each day from learning moments in the classroom to character-building moments outside to family-defining moments at home.

- **Respect** – We understand and have empathy for the values, beliefs, rights and opinions of everyone in our school and wider community. We actively embrace and participate with the local and global community, upholding the Rights of the Child. We are proud to have Gold Rights Respecting Schools status.
- **Resilience** – In the face of challenges, we endeavour to try our best at all times. Should we face difficulty, we strive to adapt, bounce back and recover quickly.
- **Cooperation** - We work together as a team to learn and succeed by providing encouragement to others through praise and positivity and helping each other by building positive relationships through discussion and respecting the opinions of others.
- **Consideration** – We show an awareness of others’ feelings and opinions and we achieve this by demonstrating kind and thoughtful behaviour.
- **Ambition** – We possess a strong desire and determination to always try our best in everything we do and achieve to the best of our abilities. We nurture curiosity by asking questions, thinking critically about what we are told and we find out more about ourselves and the world around us.
- **Independence** – We encourage independence by helping everyone to take responsibility for their own actions and learning so that we all achieve our full potential.
- **Confidence** – We emphasise the importance of believing in ourselves, to give a feeling of trust in our own abilities, qualities and judgement.

Below are just some of the processes and strategies employed by staff at Langtoft Primary School to maximise progress and attainment for pupils eligible for pupil premium.

High Quality Teaching

All staff recognise and accept that the vast majority of pupils’ progress comes out of ‘Quality First Teaching and Learning’ on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly. There is strong evidence that “what happens in the classroom makes the biggest difference ... good teaching for all pupils has a particular benefit for disadvantaged students” (EEF Attainment Gap Report 2018). Therefore, we are prioritising teaching practice, especially feedback, and further developing our broad, culturally rich, and knowledge and enquiry-based and curriculum. Staff are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount. They never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels.

Targeted Academic Support

English support – the development of good literacy skills is a whole school focus. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs to remove this barrier to learning.

– tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the

additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.

Wider Strategies

The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, individual musical instrument lessons and competing in sporting events

Attendance and Wellbeing – staff, teachers, parents, carers and pupils understand the link between attendance, good mental wellbeing and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need. Wellbeing support is in place through the Learning Mentor/ELSA role.

Data tracking - is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these could be disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or even factors outside of school.

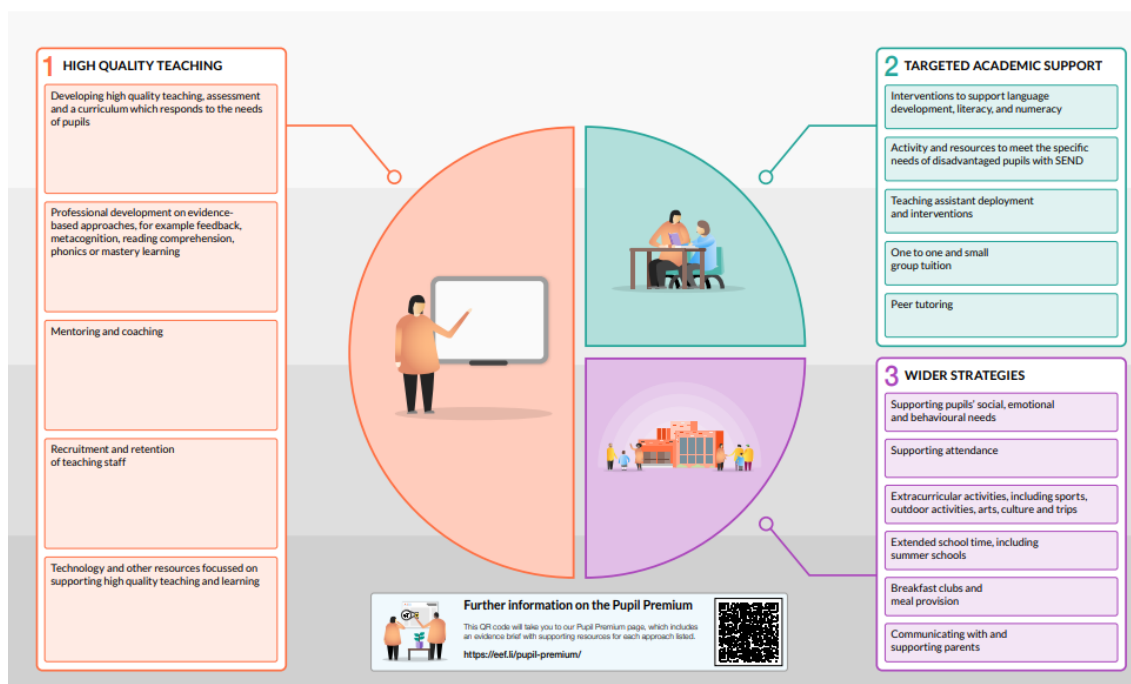
High profile of pupils eligible for free school meals – the high profile of disadvantaged pupils ensures stakeholders are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the responses that are possible.

Training - make sure that all staff, including support staff, have access to high quality CPD are highly trained and understand their role in helping pupils to achieve.

All staff at Langtoft Primary School acknowledge that there is a need to continuously evaluate strategies and change them if they are not working for a particular group of children. Year on year successes do not necessarily mean doing the same thing year on year. Although quick fixes can work and show immediate success generally, we are looking at the long-term picture to ensure that achievement gaps do not widen before the end of a key stage. Although we have a strong desire for all children to reach age related expectations, on occasion and for some children, this may not be aspirational enough particularly for the higher attaining pupil. It is important that the starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children.

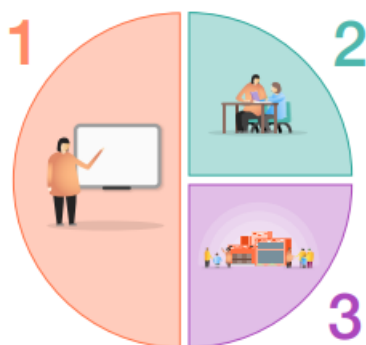
PUPIL PREMIUM

The tiered model and menu of approaches



Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.

The tiered approach aligns with the [DfE strategy template](#), and 'menu of approaches', so school leaders can be confident that their school improvement approach meets the needs of their pupils and fulfils the expectations of the pupil premium strategy document.



1. High quality teaching

Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with 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 a top priority for pupil premium spending.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change.

Schools should always combine evidence with professional judgement about how transferable approaches are to their own setting.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that Reading, Writing and Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Internal and external data shows that progress in Key Stage 2 is slower for disadvantaged pupils compared to their non-disadvantaged peers.
3	Improve the progress in Writing for pupil premium children.
4	Improve outcomes for disadvantaged SEND pupils.
5	We have an increased number of pupils with complex needs , including speech and language, poor working memory, attention difficulties, motor skills, social emotional and mental health.
6	Economic pressures due to the high increase in cost of living. Financial support to ensure all pupils can access trips, extra-curricular activities and experiences and have uniform.

Intended outcomes

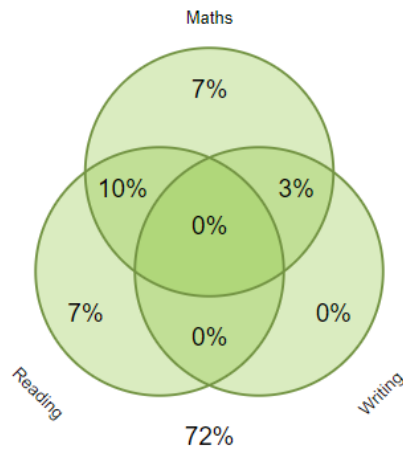
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment of disadvantaged pupils.	KS2 reading, writing and maths combined outcomes indicate that more than 75% of disadvantaged pupils meet the expected standard.
Improved progress within Key Stage 2 of disadvantaged pupils.	Yearly outcomes indicate that more than 74%, 74% and 79% of disadvantaged pupils are making good progress within KS2 in Reading, Writing and Maths respectively, compared to their KS1 starting points.
Improved attendance from our disadvantaged pupils.	Continuation of provision of uniform, food and educational resources where necessary in order to level the playing field for disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • continued low numbers of bullying incidents • continued participation in enrichment activities by disadvantaged pupils • continuation of 'no child left behind' ethos by using pupil premium funding to subsidise the

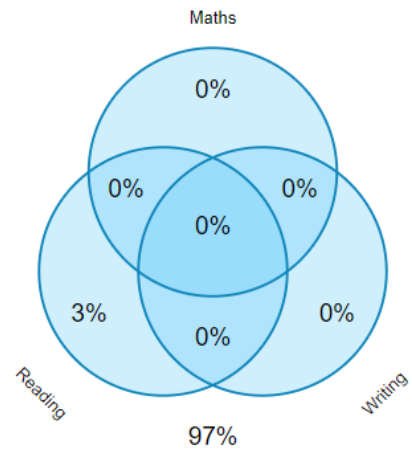
	cost of all trips and visitors for disadvantaged pupils. This will be extended to music lessons other extra-curricular clubs where necessary (as usual).
Improve outcomes for disadvantaged SEND pupils	Ensuring good progress for SEND disadvantaged pupils across all year groups, all subjects, and all curriculum areas from their starting points.
The development of pupils' oracy and language skills on entry to the school	Early identification of speech and language needs upon entry to the school

Pupil Premium

At/above expected

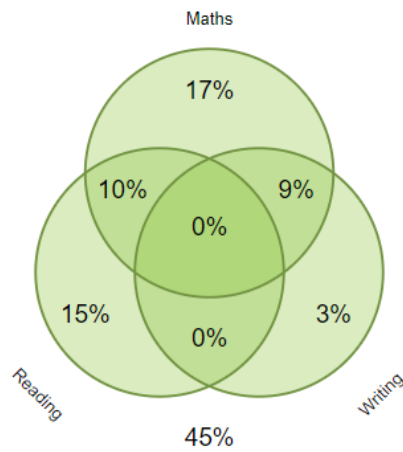


Above expected

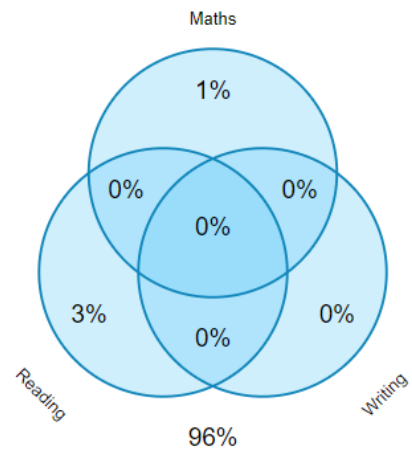


Not Pupil Premium

At/above expected



Above expected



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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA £9,170.24</i>	Teaching assistant support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 - 6
<i>PLAC TA £7265.99</i>	Teaching assistant support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4, 5
<i>Melsa Training £595</i>	MeLSA is a training and supervision programme designed to build the capacity of schools to support the learning needs of students that present with a level of additional learning need. Research finds that the greatest impact on learning happens when staff support pupils with thinking for themselves. Once trained and accredited, MeLSAs will use evidence based pedagogic and psychological strategies to develop independent learning skills with students. Schools with MeLSAs will have a greater capacity to support pupils with additional learning needs. MeLSA The East Midlands Education Support Service	1 - 5
<i>Ruth Miskin Phonics Online training Development Day £1410</i>	Development Days are unique to Read Write Inc. They are proven to support reading teams to get every child to read. The more Development Days you book, the greater the impact. Development Days - Ruth Miskin Literacy	1, 5, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music lessons</i> £500	<p>Music lessons</p> <p>Pupil Premium budget can also be used to enhance arts participation, notably if it is intended to boost academic learning of children. For instance, funding used on music lessons can slowly encourage good study habits and engaging attitudes in the classroom.</p> <p>Pupil Premium - Action Tutoring : Action Tutoring</p>	4 - 6
<i>Equipment and materials</i> £2500 (PPLAC)	<p>Educational resources to support learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1 - 6
TA £21,546.16	<p>TA – Pastoral support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1 - 6
<i>Subscriptions</i> £2903.10	<p>Ed Shed, Kapow, TTRS, White Rose</p> <p>Pupil premium: overview - GOV.UK</p>	1 - 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Milk</i> £200	Pupil wellbeing within school	5, 6

Total budgeted cost: £45,892

Projected carry forward: £8,213 for 25/26

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.

Aim	Outcome
<p>Oxford Reading Tree stage behind the scheme's expectations. At least 80% of disadvantaged pupils are in line.</p> <p>At least 73% of disadvantaged pupils in met the end of KS2 expected standard in reading, writing and maths and 23% are working at greater depth within the standard.</p>	<p>70% are in line.</p> <p>60% met or above.</p> <p>0% GD combined</p>
<p>At least 80% of disadvantaged pupils are working within the standard or above for reading by end of the academic year.</p>	<p>FS – 100%</p> <p>Year 1 – 75% (1 pupil did not meet)</p> <p>Year 2 – 86% (1 pupil did not meet)</p> <p>Year 3 – 50% (4 pupils did not meet)</p> <p>Year 4 – 50% (1 pupil did not meet)</p> <p>Year 5 – 50% (2 pupils did not meet)</p> <p>Year 6 – 60% (2 pupils did not meet)</p>
<p>At least 80% of disadvantaged pupils work with fluency in the core areas of number (place value, addition, subtraction, multiplication, division and fractions) and geometry (properties of shape)</p>	<p>FS – 75% (1 pupil did not meet)</p> <p>Year 1 – 50% (2 pupils did not meet)</p> <p>Year 2 – 57% (3 pupils did not meet)</p> <p>Year 3 – 50% (4 pupils did not meet)</p> <p>Year 4 – 0% (2 pupils did not meet)</p>

	<p>Year 5 – 75% (1 pupil did not meet)</p> <p>Year 6 – 60% (2 pupils did not meet)</p> <p>School Average – 48%</p>
<p>All disadvantaged pupils in EYFS/KS1 are no more than one Read Write Inc Phonics band behind the expectations of the programme.</p> <p>All disadvantaged pupils reach the expected standard in the Y1 PSC.</p>	<p>2/4 pupils = 50% passed Phonics Screening Check at end of Year 1. One pupil new to English during the year.</p>
<p>Every disadvantaged pupil from Y1 onwards attends an extra-curricular club (for a fixed period) at least once during an academic year.</p> <p>Every disadvantaged pupil in KS2 represents the school at a sporting event in an academic year.</p> <p>Attendance for every disadvantaged pupil is never less than 97%</p>	<p>60% attended extra-curricular club.</p> <p>11% learn a musical instrument</p> <p>37% represented school at a sporting event.</p> <p>Average attendance is 96.1% (26 children)</p>

Externally provided programmes

Programme	Provider
<p>Widgit Tool</p> <p>SNAP Assessment</p> <p>Clicker</p>	<p>Widgit Software Ltd.</p> <p>Hatchette Learning</p> <p>Crick Software</p>

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We do not have any service pupil premium children
The impact of that spending on service pupil premium eligible pupils
N/A

Whole School Academic Data for 2023-2024

Key Results - 2023-2024						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	32	75%	● At or above	61%	84th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	32	16%	● At or above	8%	89th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	29	55%	▲ Above (significant)	34%	88th
Phonics Screening Check	% of pupils passing in Year 1	22	95%	● At or above	~ 80%	93rd
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	30	73%	● At or above	68%	66th

Please note that some school results may vary from official statistics. This can happen if Insight doesn't have data for all pupils. For example, data will be missing for a pupil who left school before you started using Insight.

Override any school results by clicking them, then enter the correct data from another source, such as ASP.

Go to detailed results: [KS2](#) [MTC](#) [KS1](#) [Phonics](#) [EYFS](#)

Legend

- ▲ Above national (statistically significant)
- At or above national
- Below national
- Below national (statistically significant)
- Missing data
- ~ Estimated national

Key Stage 2										
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	65%	-	59%	-	60%	32	75% ●	61%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	-	11%	-	7%	-	8%	32	16% ●	8%
Reading	% of pupils achieving the expected standard	-	73%	-	74%	-	73%	32	81% ●	74%
Reading	% of pupils achieving the higher standard	-	27%	-	28%	-	29%	32	38% ●	28%
Reading	Average scaled score	-	104.0	-	105.0	-	105.0	32	105.2 ●	105.0
Writing	% of pupils achieving the expected standard	-	78%	-	69%	-	71%	32	84% ●	72%
Writing	% of pupils working at greater depth	-	20%	-	13%	-	13%	32	19% ●	13%
Maths	% of pupils achieving the expected standard	-	79%	-	71%	-	73%	32	78% ●	73%
Maths	% of pupils achieving the higher standard	-	27%	-	22%	-	24%	32	25% ●	24%
Maths	Average scaled score	-	105.0	-	104.0	-	104.0	32	104.6 ●	104.0
GPS	% of pupils achieving the expected standard	-	78%	-	72%	-	72%	32	88% ▲	72%
GPS	% of pupils achieving the higher standard	-	36%	-	28%	-	30%	32	34% ●	32%
GPS	Average scaled score	-	106.0	-	105.0	-	105.0	32	105.4 ●	105.0
Science	% of pupils achieving the expected standard	-	83%	-	79%	-	80%	32	94% ●	81%

Multiplication Tables Check (MTC)									
Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	-	0%	29% ●	27%	44% ●	29%	29	55% ▲	34%
Average score (out of 25)	-	0.0	20.7 ●	19.8	20.3 ●	20.2	29	22.1 ●	20.6

Key Stage 1										
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	-	~ 64%	58% ●	~ 53%	61% ●	~ 55%	26	62% ●	~ 57%
Reading, Writing & Maths combined	% of pupils working at greater depth	-	~ 10%	12% ●	~ 5%	0% ■	~ 6%	26	4% ■	~ 6%
Reading	% of pupils achieving the expected standard	-	75%	77% ●	67%	81% ●	68%	26	85% ●	~ 71%
Reading	% of pupils working at greater depth	-	25%	23% ●	18%	16% ■	19%	26	12% ■	~ 19%
Writing	% of pupils achieving the expected standard	-	69%	62% ●	58%	65% ●	60%	26	65% ●	~ 62%
Writing	% of pupils working at greater depth	-	15%	15% ●	8%	6% ■	8%	26	4% ■	~ 8%
Maths	% of pupils achieving the expected standard	-	76%	85% ●	68%	74% ●	70%	26	77% ●	~ 71%
Maths	% of pupils working at greater depth	-	22%	15% ●	15%	16% ●	16%	26	15% ■	~ 16%
Science	% of pupils achieving the expected standard	-	82%	88% ●	77%	87% ●	79%	26	88% ●	~ 82%

[Key stage 2 attainment: National headlines, Academic year 2023/24](https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment-national-headlines)
<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment-national-headlines>

Percentage meeting the expected standard in reading, writing and maths (combined)

61%

up from 60% in 2023

These statistics cover the attainment of year 6 pupils who took assessments in summer 2024. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 2 and in year 3.

In individual subjects, attainment increased in reading, writing and science compared to 2023. Attainment remained the same in maths and grammar, punctuation and spelling.

In **reading**, 74% of pupils met the expected standard, up from 73% in 2023.

In **maths**, 73% of pupils met the expected standard, unchanged since 2023.

In **writing**, 72% of pupils met the expected standard, up from 71% in 2023.

In **grammar, punctuation and spelling**, 72% of pupils met the expected standard, unchanged since 2023.

In **science**, 81% of pupils met the expected standard, up from 80% in 2023.

Attainment in all of reading, writing and maths (combined) increased compared to 2023.

In all of **reading, writing and maths**, 61% of pupils met the expected standard, up from 60% in 2023.