

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

Detail	Data
School name	Langford Primary
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Seamus Gibbons, Executive Head
Pupil premium lead	Victoria Kidds, Head of School
Governor / Trustee lead	Clemmie Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,420
Recovery premium funding allocation this academic year	0
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	£132,420

Part A: Pupil premium strategy plan

Statement of intent

- An excellent education and the highest expectations for all, regardless of background or barriers to learning.
- The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.
- High-quality teaching and learning should be prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as ‘someone else’s responsibility’.
- The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning every day.
- The Pupil Premium should address the needs of pupils as early as possible. It should focus on gaps in learning. End of Key stage outcomes are a by-product of this approach.

Challenges

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

Challenge number	Detail of challenge
1	Small selection of Pupil Premium pupils attended below 90% last academic year. Persistent absence is an ongoing problem for some PP pupils.
2	Some Pupil Premium children in EYFS begin school with language skills below that ‘typical’ for their age.
3	Reading comprehension in KS2 was not as strong as it could be for PP pupils.
4	The writing attainment of Pupil Premium children in Year 4-6 is below where we want it to be. In some classes the gap between PP children and non-PP children is too wide.
5	Some Pupil Premium children lack the enrichment and cultural experiences that non-Pupil Premium children experience – outdoor and adventurous activity for example.

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
Targeted pupils are attending for more than 96%.	<p>For those pupils identified – has their attendance improved?</p> <p>Have parents met with HSLO and agreed Attendance Contract?</p> <p>Has the targeted support had an impact on level of persistent absence?</p> <p>Are reports fed back in regular attendance meetings?</p> <p>Is the attendance matter escalated when needed?</p> <p>Is at least 90% of those targeted meeting attending more than 96%?</p>
Children make accelerated progress with their language development in EYFS.	<p>Have all home/school visits included questions about speech and language needs?</p> <p>Is the support assistant supporting PP pupils to develop their communication skills?</p> <p>Has the EYFS been supported by a speech and language therapist? What impact is this having?</p> <p>Has training been provided to both staff and parents?</p> <p>Are language/communication skills being appropriately assessed?</p> <p>Has the SENCO attended home visits and ensured early intervention?</p> <p>Are at least 80% of pupils on track to meet the ELG in communication and language?</p>
Reading comprehension in KS2 was not as strong as it could be.	<p>Are identified pupils targeted for additional intervention?</p> <p>Had CPD been provided to all staff?</p> <p>Are 80% of children on track to made ARE in reading?</p>
Writing in KS2 is not as strong as it could be. The gap between PP and non-pp is too big in some year groups. Writing fluency has been identified as the biggest barrier.	<p>Have the bottom 20% been identified and targeted from week 2?</p> <p>Is handwriting being taught consistently and are expectations high enough?</p> <p>Is focussed intervention making a difference?</p> <p>Are 80% of children on track to make ARE in writing?</p>
Children has access to enrichment and cultural experiences.	<p>What enriched opportunities have Pupil Premium children experienced?</p> <p>What impact has this had on their learning?</p>

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: £28,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language development in EYFS	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2
SENCo support to class teachers in particular to understand QFT	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2
Experienced Support Staff in EYFS and KS1 to support language development	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	2
CPD and targeted support to teachers of Quality First Teaching – in particular comprehension	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment EEF Reading Comprehension strategies - +6 months.	3
CPD and targeted support to teachers of Quality First Teaching – in particular writing fluency	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment	4

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

Budgeted cost: £91,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions (NELI and SaLT)	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	1
Targeted interventions/tuition for reading writing and maths – facilitated by UT trainees and Support teacher	EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF: Small group tuition can add +4 months progress	2 3 4
ELSA training for pupils who require additional emotional support	EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	2 3 4
Summer and Easter school to target pupils not attaining age-related expectations	The overall academic impact of summer schools, according to the EEF Toolkit, is the equivalent of an additional +2 months' progress for pupils that attend, compared with pupils who do not.	2 3 4 1

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and Home School Liaison Officer support to families with persistent absence.	EEF Teaching and Learning Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1
School Trips	OEAP: children and young people learn to be healthy and stay safe; children	6

	and young people learn to enjoy and achieve; children and young people learn to make a positive contribution and achieve economic wellbeing.	
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Total budgeted cost: £132,420

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 2022 to 2023 academic year.

1. Targeted pupils are attending for more than 96%:

- PP attendance in 24/25 was 96.2%
- Persistent absenteeism is lower than the national average: 6.2% (NA 19.4%).
- There is no significant gap between groups of learners in attendance.
- All PA children have a positive narrative and have improved attendance. However, term time holidays remain a barrier to good attendance.
- Pastoral and Home School Liaison Officer continues to identify and support PA families. She is working closely with SASO from LBHF to engage parents earlier when identified as PA.
- This continues to be a focus for the Year 2025/26

2. Children make accelerated progress with their language development in EYFS.

Pre-admission visits included questions about Speech and Language development. Reports from SaLT were requested early for those who were already in the service. The SENCo met parents and children prior to admission in order to understand additional needs better. Language skills were assessed using WELLCOM and NELI was delivered for identified children. Support staff were trained to support language development and worked with targeted children. **71%** of children met the ELG for Communication and Language.

This continues to be a focus for the Year 2025/26 as the new cohort also has low starting points. Those who did not meet the ELG for C&L, will be reassessed and tracked in Y1.

3. Reading comprehension in KS2 can be stronger.

Reading attainment for KS2 PP pupils in 2024/25:

Year 3: 83%

Year 4: 70%

Year 5: 80%

Year 6: 80%

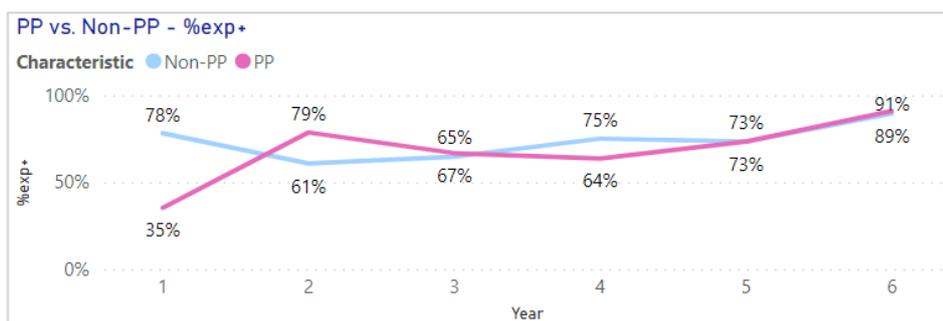
Refocus on the reading learning journey and ensuring that all staff received CPD in reading helped ensure consistency of expectations. Bedrock Learning was used consistently across the phase. A strong focus on background knowledge and revisiting key texts ensured that reading skills were built upon and maintained.

Reading leader has restarted the year with a focus on reading. September INSET focussed on reading learning journeys and modelled reading aloud during class novel time. New books are in classrooms to enable pupils to read wider range of non-fiction.

This continues to be a focus for the Year 2025/26 as pupil and staff mobility means that maintaining the standard is challenging.

4. Children in KS2 make good progress in writing and fluency is developed.

The gap between pp and non-pp writing outcomes has reduced in KS2. Focus on developing writing fluency has ensured that it is no longer a barrier to achieving ARE. The Nelson Handwriting scheme has been used and staff have been trained on how to teach the scheme using the resources more effectively. This will continue to be embedded in the 2025/6 academic year.



5. Children make good progress in developing their artistic skills.

- Art curriculum embedded ensures that children's outcomes show progression of art skills and techniques.
- Children's knowledge of artists has improved.
- CPD support from Art Subject Leader from cluster school ensures teachers are teaching high quality art lessons.
- Specialist resources for art room enable curriculum to be taught effectively.

6. Children have access to enrichment and cultural experiences.

- Trips and experiences are mapped out across the year, ensuring all classes have opportunities throughout the year for external enrichment and cultural experiences.
- Trips are planned meaningfully to supplement the learning in the classroom. This deepens learning and supports children to strengthen their schemas in the different disciplines.
- Trips have included Tower of London and Southend Beach for EYFS, Kew Gardens and St Pauls Cathedral, Earthquake exhibit at the Natural History Museum and Sacred Texts at the British Library.
- Residential have been funded for children who require this providing them with cultural capital.

This continues to be a focus for the Year 2025/26 as we continue to build cultural capital for children who would otherwise not visit any places of interest.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	