



Pupil Premium Statement Langley First School 2024-25

Background

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils. Pupil premium strategy statement

Aims

School leaders know their schools best and should therefore make decisions on how to spend pupil premium funding. At Langley we must secure the most effective use of pupil premium funding and securing the best possible outcomes for our disadvantaged pupils.

Eligibility and funding

Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Free school meals;
- Looked-after and previously looked-after children;
- Service premium - whilst paid to schools with the pupil premium the service premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract the service premium do not form part of the school's disadvantaged population or data.

Non-eligible pupils

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example: are in contact with a social worker used to be in contact with a social worker are acting as a carer



PPG allocation

Funding rates for the 2024 to 2025 financial year

This table shows how the pupil premium grant is allocated to schools and local authorities in the 2024 to 2025 financial year, based on per pupil rates.

Funding criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£ 1,480	£ 1,050	School
Pupils previously looked after by a local authority or other state care	£ 2,570	£ 2,570	School
Children who are looked after by the local authority	£ 2,570	£ 2,570	Local authority

The school will receive its PPG funding from the LA.

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	Langley First School and Nursery
Number of pupils in school	308 N-Y4 272 in Years R-4 219 in Year 1-4 53 in Reception 36 in nursery
Proportion (%) of pupil premium eligible pupils	PP 24 - 9% of school FSM - 21 - 8 % of school.
Academic year/years that our current pupil premium strategy plan covers	24-25 25-26 26-27
Date this statement was published	31.12.24
Date on which it will be reviewed	November 27 Full review 1st Annual review December 25 2nd Annual review December 26
Statement authorised by	Laurie Jones (Acting Head Teacher)
Pupil premium lead	Allison Pendleton
Governor / Trustee lead	Ryan Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 24-25	£43,520
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£941
Total budget for this academic year	£44,461
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SEF. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- We ensure that teaching and learning opportunities meet the needs of all the pupils - Ensuring an 'effective' teacher is in every class
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

At Langley we aim

- To ensure there is no gap between PP and Non PP in RWM.
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as emotional, attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
- PP Lead to monitor progress and provision of all PP children throughout the year.



Challenges

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

Challenge number	Detail of challenge
1	<p><u>Reading</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>At the end of Reception the % of FSM children who achieve GLD in our school is below those who are non-FSM (66.7% / 84.2%). However, children at our school who are on FSM are still achieving well above the local authority and national percentages for GLD (49.2% / 51.5%) by the end of their Reception year at our school.</p>
2	<p><u>Emotional Health and Well Being</u></p> <p>Our informal assessments (including Thrive wellbeing profiles), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 10 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs receiving small group interventions.</p>
3	<p><u>Attendance</u></p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1.5% to 2% lower than for non-disadvantaged pupils. Persistent absences are 2 % higher amongst PP pupils. Persistently late pupils are 1% higher in disadvantaged pupils than non disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p><u>Oral Language Skills</u></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language and communication skills, vocabulary gaps and lack of school readiness among many disadvantaged pupils. This is evident from early years to Year 4. are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p><u>Enrichment Activities</u></p> <p>Through observations and discussion with our parents including poverty proofing Audit September 21 Disadvantaged pupils are less able to afford to attend clubs / extra-curricular school activities.</p>
6.	<p><u>Maths</u></p>



	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. For 23-24 Maths attainment in Years 1- 4 was 88% on target or above but for disadvantaged pupils lower at 80%. Teachers have noticed gaps in maths fluency which are impacting other areas of Maths.
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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
1. Improved reading attainment among disadvantaged pupils. Close the gap between non-PP and their peers in Year 1 Phonics screening.	Reading outcomes in 2026/27 show that there is a reduced gap between disadvantaged and non disadvantaged pupils meeting the expected standard. Phonics Screening results to show that PP pupils attain as well as their peers in school and at national average.
2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. a significant reduction in referrals for SEMH needs which impact learning.
3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> For attendance of our PP pupils to be no lower than the attendance for non-PP pupils. For attendance to be 'good' compared to national attendance (96%). To close the gap on persistent absences and persistent lateness between PP pupils and non PP pupils.
4. 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.



5. To improve disadvantaged pupils access to extracurricular activities and enrichment opportunities,	All pupils are given the opportunity and financial support to access peripatetic music and at least one extra-curricular club. Y4 Children have the opportunity to attend school residential.
6. Maths. Focus on improving basic fluency. Whole School movement to NCETM Maths Hub for planning	Daily number fluency sessions across school impact KS2 maths outcomes in 2026/27 and show that the % of disadvantaged pupils who meet the expected standard is inline with their peers and national average.



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: £3,572.40 - £360 not spent in 24-25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive training.</p> <p>Whole School Thriveonline £1,652.40</p> <p>Licenced Practitioner training to maintain licence. £300 Plus Supply Cover 2 days 180x 2 = £360</p> <p>Total £2,312.40</p>	<p>SEMH</p> <p>Developing an emotionally healthy school.</p> <p>https://www.thriveapproach.com/about-thrive/thrive-online</p>	<p>2, 3, 5.</p> <p>✓</p>
<p>Connect Mental Health Whole School Training and partnership.</p> <p>£0 Cost to School.</p>	<p>SEMH</p> <p>Developing an emotionally healthy school. Social and emotional learning EEF</p> <p>https://hiveconnect.padlet.org/peterhigqins2/primary-school-parents-3chsijfapuyag72a</p>	<p>2, 3, 5.</p> <p>✓</p>
<p><i>Management Time and additional training for PP Lead to monitor progress and ensure adequate provision for disadvantaged children.</i></p> <p>Cover £180 per day number of days 2 £360</p>	<p>DFE Guidance states that management time is needed for teachers to carry out additional leadership roles within school.</p> <p>How to manage change and reduce workload in your school</p>	<p>1-6</p> <p>Only 1 day used in 25-26 School year</p> <p>1x£180 to carry over</p>
<p>Designated LAC and PLAC Teacher training.</p> <p>£180 per day</p>	<p>It is a DFE requirement that each school has a designated teacher for LAC and PLAC</p>	<p>2</p>



<p>4 days per year $\text{£180} \times 4 = \text{£720}$ Course Fee - £180 Total £900</p>	<p><u>The designated teacher for looked-after and previously looked-after children - GOV.UK</u></p>	<p>Laurie got in touch with the LA and a member of the HIVE team came out to talk to her and said she didn't need the course. They send half termly bulletins to keep all designated LAC teachers informed of latest info. Money spent for training around LAC minus course fee. £720 spent (£180 not spent)</p>
<p>Staff Leadership Development (SSEND/Inclusion targets)</p> <p>Cover for teachers to review targets and hold parent meetings.</p> <p>£0 from PP budget</p>	<p>DFE Guidance states that management time is needed for teachers to carry out additional leadership roles within school.</p> <p><u>How to manage change and reduce workload in your school</u></p>	<p>1-6</p>
<p>To build oracy into the curriculum, teaching and learning and wider school life. Oracy skills set children up for success in school and life.</p> <p>School to begin oracy project work with the charity "Voice 21 North of Tyne" to transform the learning and lives of children through talk.</p> <p>Cost (not from PP Budget)</p>	<p>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:</p> <p>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:</p> <p><u>Oral language interventions EEF (education endowment foundation.org.uk)</u></p> <p>https://voice21.org/</p>	<p>4.</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed</p>	<p>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:</p> <p><u>Mathematics guidance: key stages 1 and 2</u></p>	<p>6</p>



key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Cost 0		

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

Budgeted cost: £ 18,270 **£35 not spent**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Launchpad for Literacy - Cost - £0 Taken from PP Budget</i> <i>A graduated approach to supporting literacy skills through specific instruction and focus on distinct phonological, memory, auditory and visual skills.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) https://www.launchpadforliteracy.co.uk/	1 and4
<i>PP TA to work 2 Days per week in Year 3 supporting vulnerable pupils.</i> £9,000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3
<i>PP TA and Thrive Practitioner to work 2 Days per week in Year 2 supporting vulnerable pupils.</i> £9,000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3



<p><i>Intervention and support to address for early years school readiness</i></p> <p>Purchase of phonics programme little wandles to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Cost not from PP budget.</p> <p>Rapid Catch up and SEN programmes used in Years 3 and 4.</p> <p>Word Aware Groups With identified pupils.</p> <p><i>Whole School Training 2021-22</i></p> <p><i>Each Year Group Identifies Pupils to receive pre teaching of vocabulary for short and focussed interventions</i></p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 4</p>
<p><i>Provide training for TAs to build knowledge of whole school initiative to embed Maths Fluency.</i></p> <p><i>Maths lead to be provided release time to work with TAs to help develop 1:1 and small group focussed maths intervention.</i></p> <p>£200</p>	<p>Small group tuition EEF</p>	<p>6 </p>



Dyscalculia and Maths Difficulties Training for TA and T in KS 2 £35 x 2 - £70	Small group tuition EEF	6 Only TA attended 1x£35 not spent
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,616.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Learning Mentor</i> <i>Social and Emotional Groups and 1:1 Work.</i></p> <p><i>Working with families EHAs for attendance.</i> To improve attendance of pupil premium children .</p> <p>£16,872</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF</p> <p>Children with regular and high school attendance do well at school. There is less opportunity for missed learning opportunities or gaps in learning.</p>	2 and 3 <input checked="" type="checkbox"/>
<p><i>Y4 Residential</i> <i>Plus Funded or subsidised trips and visits for PP children</i></p> <p>Price - 9x £257.50 £2317.50</p>	<p>Trips and Visits can enhance and enrich the curriculum providing 'sticky learning' opportunities and help to develop cultural capital. Learning is contextualised in concrete experiences and language rich environments</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interests which can be achieved in pupil books and data</p>	5 <input checked="" type="checkbox"/>
<p><i>Music Tuition with peripatetic music teachers.</i></p> <p>Keyboards £1881</p>	<p>EEF describe the benefits to children in learning to play musical instruments provides a positive impact on other areas of the curriculum.</p> <p>Arts participation EEF</p>	5 <input checked="" type="checkbox"/>



Violin £186		
Steel Pans (not taken from PP Budget.		
Total 2,067		
School Milk £737	Providing milk and fruit snacks for all children who are FSM or without a snack from home to address hunger and enhance concentration.	5 <input checked="" type="checkbox"/>
Contingency fund for acute issues. <i>EG: - Extra Curricular Activities paid for/supplemented for PP pupils (£500)</i>	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.	5 <input checked="" type="checkbox"/>
Support for all pupils inclusive of PP pupils to access extra curricular clubs - E.g netball, girls football, gymnastics, yoga, gardening, sewing, art, chess. Sports Clubs provided through PE budget. £860 Available to cover costs of non sports clubs.	Trips and Visits can enhance and enrich the curriculum providing 'sticky learning' opportunities and help to develop cultural capital. Learning is contextualised in concrete experiences and language rich environments Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils Enrichment activities offer children a context for learning and a stimulus to trigger their interests which can be achieved in pupil books and data Sports participation increased educational engagement and attainment Physical activity EEF outdoor adventure learning shows positive benefits on academic learning and self confidence Outdoor adventure learning EEF	5 <input checked="" type="checkbox"/>
Outdoor learning Training CPD for staff 2 staff training session Plus embedded within curriculum. Taken from PE budget	As Above Outdoor Learning to Provide opportunities for disadvantaged children to develop cultural capital. Outdoor adventure learning EEF	5



£0

Total budgeted cost: £44,458.90

Budget £ 44, 461 - £397.10 to carry over into the next year.



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 2023-24 School 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 data demonstrated that Langley would provide an overview of conclusions drawn from this analysis, including reference to school performance measures data, once published

Analysis of data 2023- 2024

Y1 Phonics screener 91% reaching expected standard.

The school has seen an improvement of 4% since 2022.

The school has seen a 13% improvement since 2023

Performance of FSM6 is 75%

Performance of FSM is in line with FSM6 North Tyneside.

Performance of FSM is in line with FSM Nationally

Y2 Phonics Screener retake 18%

78% of pupils working at or Above by the end of Y2.

Phonics trends 23-24:

FSM6	2022	2023	2024
FSM6 -school	67%	50%	75%
non-FSM6 - school	88%	82%	93%
FSM6 -North Tyneside	61%	64%	67%
non-FSM6 - North Tyneside	81%	84%	87%
FSM6 -national	62%	67%	68%
non-FSM6 - national	79%	82%	83%

2024 Results

Whole School Data 2023-24

Y1 - Y4 whole school:

2023-2024 | Summer 2 | Summative against ARE | Year 1, Year 2, Year 3, Year 4 | Not Leaver | (219 Pupils)

Just At or higher in all subjects

80.9% (127)

Above or higher in all subjects

13.4% (21)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above
Reading	28.3% (62)	6.4% (10)	5.7% (9)	13.4% (21)	28.7% (45)	45.9% (72)
Writing	28.3% (62)	8.9% (14)	7.0% (11)	19.7% (31)	44.6% (70)	19.7% (31)
Mathematics	28.3% (62)	4.5% (7)	7.0% (11)	15.3% (24)	41.4% (65)	31.8% (50)

Y1 - Y4 (PP only)



Just At or higher in all subjects

70.0% (14)

Above or higher in all subjects

5.0% (1)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above
Reading	20.0% (5)	10.0% (2)	10.0% (2)	25.0% (5)	25.0% (5)	30.0% (6)
Writing	20.0% (5)	15.0% (3)	10.0% (2)	35.0% (7)	35.0% (7)	5.0% (1)
Mathematics	20.0% (5)	10.0% (2)	10.0% (2)	20.0% (4)	35.0% (7)	25.0% (5)

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 and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The end of Year 1 Phonics data and end of KS1 data shows a very strong picture of our new phonics programme. Although there is a gap between disadvantaged pupils and non-disadvantaged pupils, school has seen an improvement since 2022. School wide data still suggests a performance gap between disadvantaged and non-disadvantaged pupils. We will use our pupil premium budget to address these gaps as outlined in the interventions and budget above.

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

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. A lot of our spending this current year, like last school year, will continue to be in these areas.

Attendance among disadvantaged pupils was 2% lower than their peers in 2023-24. We recognise this gap is larger than pre covid when our attendance of disadvantaged pupils was in line with our whole school attendance, which is why raising the attendance of our disadvantaged pupils continues to be the focus of our current plan.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.





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

Service pupil premium funding (optional) -

How our service pupil premium allocation was spent last academic year
Excellent communication between school and home throughout the year. Each Year Group has TA support for the emotional health and wellbeing of all pupils allowing where appropriate a particular emphasis on supporting children with parents who were deployed. PP Lead worked with class teachers to identify and address needs to see if thrive interventions or learning mentor interventions were necessary.
The impact of that spending on service pupil premium eligible pupils
Children were supported throughout the year emotionally and academically. Progress was tracked and any additional needs identified and support was put in place. Assessments demonstrated progress in subject areas where extra support classes were provided



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.