

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Langley Mill Church of England Infant School & Nursery
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	39 (41.94%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	S. Gardner Headteacher
Pupil premium lead	S. Gardner Headteacher
Governor lead	Emily Wood Parent Governor/Vice Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35, 570

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including our most able pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have Early Help support or a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and which are cornerstones to the whole curriculum. 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 in our strategy, is the intention that non-disadvantaged pupils' progress and attainment will be sustained and improved alongside achievement for their disadvantaged peers.

Our strategy is also integral to wider school plans for educational recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. The funding for this has ended this year but we still feel it is integral to our school's plans.

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 succeed. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point where need is identified
- ensure disadvantaged pupils are challenged in the work that they are set and place no ceilings on what they can achieve
- continually monitor and evaluate our approach to ensure the best possible outcomes
- be flexible, changing strategies as a result of evaluations and new priorities that emerge

Challenges

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

Challenge number	Detail of challenge
1. Baselines	Our on-entry observations and assessments indicate that the vast majority of our pupils who are disadvantaged, enter EYFS with below, and often well below, age related expectations in the prime areas of learning. This impacts on their ability to meet the expected Good Level of Development by the end of EYFS.
2. Speech and language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our pupils and this is more prevalent among our disadvantaged pupils than their peers.
3. Phonics / Reading	A significant number of disadvantaged pupils leave Early Years and Key Stage 1 working below expectations in the specific area of Literacy. Assessments, observations and discussions with pupils show that our disadvantaged pupils generally have greater difficulties developing good phonics skills than their peers. This can negatively impact on their development as readers.
4. Writing	A significant number of disadvantaged pupils leave Early Years and Key Stage 1 working below expectations in the specific area of Literacy.
5. Mathematics	A significant number of disadvantaged pupils leave early years and key stage 1 working below expectations in the specific area of Mathematics.
6. Social, emotional and mental health (SEMH) / Behaviour regulation	Our assessments, observations and discussions indicate that the well-being of many of our disadvantaged pupils have been impacted to a greater extent than for other pupils. Some of our disadvantaged children who struggle with SEMH impacts their capacity to regulate their behaviour and learn effectively and thus make good academic progress.
7. Attendance	Attendance/punctuality rates for some of our disadvantaged pupils are below average/low. This reduces their in-school educational hours, causing them to fall behind and negatively affect their progress.
8. Home support	More of our disadvantaged pupils receive limited home learning support than their non-disadvantaged peers which can slow their rates of academic progress.
9. Costs	Our disadvantaged pupils often find it harder to pay for trips and breakfast club and we don't want them to miss out on the opportunities non-disadvantaged children get.

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 outcomes against the Prime Areas and Good Level of Development at the end of EYFS among disadvantaged pupils.	<ul style="list-style-type: none"> • Intervention reports show accelerated progress for targeted children in the identified area. • School assessment systems show that disadvantaged children in EYFS are making good progress across the prime areas of learning.
2. Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Observations and pupil discussions show high quality language teaching across school. • Assessment records and observations show that pupils are making rapid progress in their oral language skills.
3. Improved Phonic Screening Check outcomes for disadvantaged pupils in Year 1 & Year 2 retakes.	<ul style="list-style-type: none"> • Intervention reports show accelerated progress for targeted pupils in phonics and reading. • School assessment systems show that disadvantaged pupils are making rapid progress in phonics/reading across school. • Data analysis shows there is a diminishing difference between phonics/reading outcomes for disadvantaged children and non-disadvantaged in school.. • Phonics outcomes meet national standards. • The gap between the reading skills of disadvantaged pupils and non-disadvantaged pupils will diminish.
4. Improved attainment in Writing at the end of Key Stage 1.	<ul style="list-style-type: none"> • Intervention reports show accelerated progress for targeted children. • School assessment systems show that disadvantaged children are making rapid progress in Writing. • Observations show pupils know how to organise and effectively manage their learning independently. • Curriculum enrichment files show all children have taken part in 'hands on' experiences each half term that make learning fun and memorable. • Observations and records show engagement in learning is raised through first hand experiences and impacts positively on learning.
5. Improved attainment in Maths at the end of Key Stage 1	<ul style="list-style-type: none"> • Intervention reports show accelerated progress for targeted children. • School assessment systems show that disadvantaged children are making rapid progress in Maths.

	<ul style="list-style-type: none"> • Observations, discussions and work scrutinies show pupils have increased understanding of the learning process and have been explicitly taught metacognitive strategies, such as how to plan, monitor, and evaluate their learning. • Observations and discussions show metacognitive talk is being promoted and increased in classrooms. • Observations show pupils know how to organise and effectively manage their learning independently.
<p>6. To achieve improved social and emotional development and behaviour of all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • SEL intervention reports and Boxall Profiles show accelerated progress for targeted pupils. • Assessments show increased ability of targeted pupils to learn, play and work effectively with others. • Emotional Well Being Plans for targeted pupils show improvements in behaviour regulation. • There will be a reduction in the number of behaviour incidents recorded. • Observations evidence all staff use consistent behaviour regulation and emotion coaching techniques. • Observations and assessments show pupils resilience and self-esteem has been raised.
<p>7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged has improved, in line with national figures. • The overall school attendance is in line with national averages. • The overall unauthorised absence rate for all pupils will be no more than % and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will reduce. • The percentage of all pupils who are persistently absent will be below % and the figure among disadvantaged pupils and their non-disadvantaged peers will reduce. • Attendance plans show improvements for specific pupils/families. • The number of recorded lates has reduced term on term.
<p>8. To achieve and sustain improved emgagement in Home Learning.</p>	<ul style="list-style-type: none"> • Home learning records show an increase in the number of children being supported with home learning tasks. • Support plans for identified pupils/families show improvements. • Weekly church tower reading awards show an increase in the number of pupils reading at home. • Parental feedback is positive following meetings/workshops.

	<ul style="list-style-type: none"> • School assessment systems show that a greater proportion of disadvantaged pupils are on track to meet age related expectations.
9. To improve opportunities for disadvantaged children by supporting with costs.	<ul style="list-style-type: none"> • All children, including disadvantaged children will be able to attend all opportunities offered by the school.

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: £1,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Receive Phonics support from DCC/English Hub to ensure phonics is taught effectively and to help us embed our new phonics scheme. (£400)</p>	<ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) advocates that phonics approaches are effective in supporting young readers to master the basics of reading, with an average impact of an additional four months' progress. • Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) and is more effective on average than other approaches to early reading. • English Hubs have been set up to promote a love of reading and support schools across the country to provide excellent phonics and early language teaching. Literacy specialists within each hub provide tailored support to schools including running events to showcase excellent practice in teaching reading and working with local schools to develop their practice. 	<p>3,4</p>
<p>Training for staff in EYFS on using celebratory check-points correctly. (£35)</p>	<ul style="list-style-type: none"> • Ensuring staff have an understanding of the check points enables them to plan and assess correctly. 	<p>1</p>
<p>Refresh training for all teaching staff on cognitive load theory and how to support pupils to learn (Rosenstein's Principles books and workbooks). (£0)</p>	<ul style="list-style-type: none"> • The EEF advocates that metacognition and self-regulation approaches help pupils think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. • The potential impact of these approaches is high as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. • Evidence indicates that teaching these strategies can be particularly effective for low achieving pupils. • These approaches have consistently high levels of impact, with pupils making 	<p>5</p>

	an average of seven months' additional progress.	
Nurture Team support from DCC. Network meetings to ensure we are still running our Nurture Group using the methods from our training last year. Supply costs – 3 ½ days TLA/3 ½ days Teacher (£129 x 3 and £90 x 3 = £657)	<ul style="list-style-type: none"> The EEF evidence states Meta-cognition and self-regulation: High impact for low cost, based on extensive evidence. The EEF suggests Meta-cognition and self-regulation approaches have consistently high levels of impact with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion. 	6
Continue training for staff on the Writing Sequence (£0)	<ul style="list-style-type: none"> The EEF states that Pupils' writing can be improved by teaching them to plan and monitor their writing. • Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer. • These include: — pre-writing activities; — drafting, editing and revising; and — sharing. • Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently. 	4
Continued training for staff on the EYFS provision, particularly outdoors. (£0)	<ul style="list-style-type: none"> EEF evidence states that play-based interventions have been developed to support social, emotional or behavioural development of children. These programmes explicitly aim to improve social and cognitive skills by helping children learn how to play. 	1,2,3,4,&5
Training for staff on creating calming environments that meet the sensory needs of all children. (£0)	<ul style="list-style-type: none"> A recent study published in the Journal of Experimental Child Psychology studied the influence of an environment on children's learning processes. It has shown that visually rich surroundings distract children from their studies, while less distracting environments improve their performance. 	6
Continued training for staff on the use of working walls to support learning in English and Maths. (£0)	<ul style="list-style-type: none"> Evidence shows that The most useful working walls should support the teaching of lessons and also serve as an access point for children, aiding independent working. To make sure that the walls deliver, it is important that the teacher is actively involved in this process. 	3, 4, 5
CPD for staff on subject leadership to ensure teaching and learning is high quality and monitored effectively. (£0)	<ul style="list-style-type: none"> Research has shown that fluency, reasoning and problem solving underpins the deepening of understanding. 	3,4,5

Staff training and support from Maths Hub. Supply Costs to attend training not covered by Maths Hub funding. (3 x1/2 days £129 x3 = £387)		5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,319.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TLA focus to develop phonics / reading skills for identified pupils (£2,063.25)</p>	<ul style="list-style-type: none"> • School level data shows that the TLA selected have had a very positive impact on progress and outcomes in reading, with accelerated progress shown for targeted pupils. • EEF evidence shows that giving a pupil 1:1 intensive individual support can be effective, delivering approximately five additional months' progress on average and short, regular sessions over a set period of time result in optimum impact. • The EEF asserts that phonics approaches are consistently effective in supporting young readers (4-7) to master the basics of reading, with an average impact of an additional four months' progress. Teaching phonics is also viewed as more effective on average than other approaches to early reading. • The EEF emphasises that effective phonics techniques must be embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Daily reading accelerates reading progress in both word reading and comprehension skills. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. • A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. 	<p>3, 4</p>
<p>TLA focus to develop core curriculum skills (mathematics and writing) for identified pupils – (£687.75 maths and £1,375.50 writing = £2,063.25)</p>	<ul style="list-style-type: none"> • EEF evidence shows that giving a pupil 1:1 intensive individual support can be effective, delivering approximately five additional months' progress on average and short, regular sessions over a set period of time result in optimum impact. • Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one-to-one or in small groups. 	<p>4, 5</p>
<p>TLA extra reading and phonics daily. (£1,719.38 per class, total for</p>	<ul style="list-style-type: none"> • The EEF asserts that phonics approaches are consistently effective in supporting young readers (4-7) to master the basics of reading, with an average impact of an additional four months' progress. Teaching phonics is also 	<p>3, 4</p>

<p>school = £5,158.13)</p>	<p>viewed as more effective on average than other approaches to early reading.</p> <ul style="list-style-type: none"> • The EEF emphasises that effective phonics techniques must be embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Daily reading accelerates reading progress in both word reading and comprehension skills. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. • A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. 	
<p>TLA Speech and Language Interventions (£8,034.72)</p>	<ul style="list-style-type: none"> • A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. 	<p>2</p>

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £39,562.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance priority and support for families from our FSW and Admin for Attendance. (£6,715.32)	<ul style="list-style-type: none"> The EEF identifies parental involvement as having up to three months' added progress for children.. Two recent meta-analyses from the USA suggested that increasing parental engagement in primary schools has on average two to three months' positive impact. The EEF states that the average impact of responsive and targeted approaches to attendance is positive 	7
Support with school trip costs.(£1,500)	<ul style="list-style-type: none"> Case studies demonstrate the positive impact of supporting students and families to overcome barriers to engagement, attendance and progress. The EEF finds that: Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. The EEF states: Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. 	9
Support with Breakfast Club costs- offering it at a reduced rate. (£1,000)		9
Support with uniform clubs through a uniform swap shop-applied for funding from the Parish Council for this so no cost to school until future years (£0)		9
Offering free After School Club places. (£0)		9
Using Class Dojo to communicate with parents to raise parental involvement, particularly with our hard to reach families. This is also used to share Home Learning and offer support to families. (£0)	<ul style="list-style-type: none"> The EEF identifies parental involvement as having up to three months' added progress for children. Research by the National Literacy Trust also evidences the importance of parents becoming involved in their children's literacy practices at an early age. Two recent meta-analyses from the USA suggested that increasing parental engagement in primary schools has on average two to three months' positive impact. There is also some evidence that supporting parents with their first child will have benefits for siblings. 	8

<p>TLA and FSW support and interventions for SEMH. (£8,905.87)</p>	<ul style="list-style-type: none"> • The EEF advocates that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The average impact on attainment is equivalent to four months' additional progress. • Research also shows SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils (though on average all pupils benefit) with approaches effective from nursery to secondary school. • EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours, particularly with specific pupils with behavioural issues. 	<p>6, 9</p>
<p>Creating and following a school behaviour blueprint to ensure consistency and understanding from children, parents and staff. Linked to the attachment aware training and emotion coaching staff have had previously. (£0)</p>	<ul style="list-style-type: none"> • EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours, particularly with specific pupils with behavioural issues. 	<p>6, 9</p>
<p>Nurture Groups 3 afternoons a week run by SENDCo & TLA to support children with their differing SEMH needs and ensure behaviours for learning are improved. (£12,986.4 & £4,126.50 total = £17,112.90)</p>	<ul style="list-style-type: none"> • The EEF advocates that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The average impact on attainment is equivalent to four months' additional progress. • Research also shows SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils (though on average all pupils benefit) with approaches effective from nursery to secondary school. • EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours, particularly with specific pupils with behavioural issues. 	<p>6, 9</p>
<p>Positive Play sessions for 1-1 support with SEMH needs. (£4,328.80)</p>	<ul style="list-style-type: none"> • The EEF advocates approaches to developing a positive school ethos and improving discipline across the whole school as these often result in improvements in target areas and also support greater engagement in learning. • Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours, particularly with specific pupils with behavioural issues. • The EEF asserts that approaches such as improving teachers' behaviour 	<p>6</p>

	<p>management and pupils' cognitive and social skills seem to be equally effective.</p> <ul style="list-style-type: none">• EEF research shows SEL interventions almost always improve emotional or attitudinal outcomes, with improvements more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.	
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Total budgeted cost: £58,361.24 (£22,791.24 extra funding from school)

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.

- Through the work with the DCC Phonics Programme staff feel more confident in teaching phonics and reading, children's outcomes improved for phonics at the end of Year 1 and Reading at the end of Year 2.
- Training was provided for new staff on the attachment aware approach. This gave an enhanced understanding of how trauma affects learning and appropriate strategies to support children in overcoming ACEs.
- Training for all staff led by Greg Bottrill about language development and language rich classrooms led to more planned opportunities for pupils to extend their vocabulary and expressive language skills.
- Reading training by Timothy Rasinski enhanced staff's understanding of reading fluency.
- Word Aware training focused on developing new vocabulary related to the topic being taught in each year group and gave the pupils focus words for independent writing activities.
- Through the FSW, vulnerable pupils and their families were supported with removing barriers to learning. Pupils receiving support increased 'readiness to learn' (in relation to punctuality and attendance levels, having correct equipment in school, having good nutrition for health and well-being, having appropriate living conditions conducive to health and well-being, receiving appropriate warmth, love, safety and stimulation, being more supported with home learning/reading, being fully toilet trained, showing improved behaviour regulation, social skills and ability to form friendships, raised self-esteem, access to appropriate specialist support, improved parental engagement, involvement, expectations, knowledge and skills, improved home-school relationships, improved transition arrangements).
- Through interventions, targeted children made progress.
- Through training on classroom/ school environments staff created a calmer school/classroom resulting in SEMH needs being met for more children.

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
Attention Autism	DCC