



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Llangrove CE Academy
Number of pupils in school	80 pupils (Oct 2023 census) 76 pupils (Oct 2022 census) 73 pupils (Oct 2021 census)
Proportion (%) of pupil premium eligible pupils	26.25 % (Oct 2023 census) 28.95 % (Oct 2022 census) 23.28 % (Oct 2021 census)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023-2024 2024-2025 2025-2026
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Dean
Pupil premium lead	Sarah Dean
Governor / Trustee lead	Pavla Boulton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year: (Sept £2,722); (Q3. Oct, Nov, Dec 23 £8,165) ;(Q4. Jan, Feb, Mar 24 £8,165); (Q1 April, May, June 24 £ 8,017); (Q2. July, Aug 24 £5,345)	£32,414
Recovery premium funding allocation this academic year	£2,864
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,278



## Part A: Pupil premium strategy plan

### Statement of intent

Pupil premium is a government-funded resource paid to schools to meet the needs of disadvantaged pupils. Any pupil who is currently eligible for Free School Meals (FSM), or has been eligible in the previous 6 years (Ever 6) will receive funding. Children can have FSM, and are therefore eligible for Pupil Premium, if they receive any of the following:

- Income support
- Income-based Jobseekers Allowance
- Income Related employment & Support Allowance (ESA)
- Support under Part VI of the Immigration & Asylum Act 1999
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190.
- The guaranteed element of Pension Credit

The funding is also provided to meet the needs of children in care of the Local Authority (CLA), children who have been recently adopted from care and children of Service families. The funding paid for each of these groups is different and varies year on year.

The Pupil Premium Grant (PPG) is provided by the Government with the aim of improving outcomes for all disadvantaged pupils and supporting them to achieve their full potential. 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.

At Llangrove CE Academy, our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. Our pupil premium strategy is reviewed annually to ensure that the actions put in place continue to achieve the desired outcomes for our disadvantaged pupils and to ensure that the use of the PPG has a long-term effect on pupil outcomes.

Our aim is to give all pupils the opportunity to fulfil their potential by providing encouragement, stimulation and a creative curriculum learning environment. We work together with pupils and parents to ensure that each child leaving our school is as well-equipped as they can possibly be to succeed in their teenage and adult lives.

We believe that with support and provision that meets their needs, all pupils can achieve their full potential.

#### **Our strategy objectives:**

- For all disadvantaged children to make good progress and where possible, to meet or exceed nationally expected progress.
- To eliminate the attainment gap between disadvantaged and non-disadvantaged children.
- Ensure that teaching and learning opportunities meet the needs of all of pupils ensuring that appropriate provision is made to support pupils needs.
- Allocate funding and support following an assessment and analysis of need (not all pupils who are socially disadvantaged are registered or qualify for free school meals).



### **Common barriers to learning for disadvantaged pupils may include:**

- Low self-esteem & lack of confidence
- Weak language & communication skills
- More frequent behaviour difficulties
- Attendance and punctuality issues.
- Less support at home.

We have a tiered approach, focussing on three areas:

- High quality teaching
- Targeted academic support, such as small group or one to one tuition
- Wider strategies, including support for attendance and behaviour

We are aware of the impact pupils' social and emotional wellbeing can have on their academic outcomes. Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment and liaising with other agencies including, where appropriate, parents. Assumptions will not be made about the impact of disadvantage. This strategy takes into account the need to support the whole child and remove the wider barriers to learning which may be experienced by some of our disadvantaged pupils. We recognise the value of quality first teaching and this strategy aims to ensure that the PPG increases the access of our disadvantaged pupils to high quality learning experiences in class.

Our ultimate objectives are to:

- ✓ Remove barriers to learning
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

### **The range of provisions available at Llangrove CE Academy include, but are not limited to:**

- High quality interventions (academic or emotional/social).
- Effective use of adult support for pre-teaching and post-teaching sessions.
- Allocating high quality teaching assistants to support learning and wellbeing (including an ELSA)
- Purchasing additional learning resources fit for specific need.
- Purchase and access to digital resources and devices which can be accessed at home
- Frequent monitoring and intervention of progress and needs.
- Tracking and monitoring attendance to provide intervention and support where a need is identified.
- Support with parents regarding uniform, equipment, extra-curricular activities and trips.

All of the above aim to address teachers' ongoing assessment of children's gaps and misconceptions. Our approach will be responsive to individual needs.



## To ensure our strategy works, achieve our objectives and overcome identified barriers to learning we will:

- Monitor, support and provide CPD to staff to ensure they are providing support and challenge in lessons and that staff have high expectations for disadvantaged pupils
- Continue our school ethos of early intervention that is bespoke if necessary. Class teachers will identify through the class provision maps (CPMs) specific intervention and support for individual pupils (IPMS), with the support of HMFA SEND lead. CPMs & IPMs are reviewed/updated at least termly.
- Adopt a whole school approach which makes all staff responsible for the outcomes of disadvantaged pupils.
- Robustly monitor the impact of our intervention programmes and adapt them quickly if they lack impact (as recommended in the EEF Pupil Premium guide – Developing an Effective Pupil Premium Strategy)
- monitoring & analysis of data to ensure accurate and timely identification of children in need of support.
- supporting children's mental health and well-being, including teaching them skills they need to recognise and deal with their emotions, and helping those children with difficulties get the pastoral and mental health support they need.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	Due to Covid, impacts are being seen, in younger year groups particularly, with resilience and stamina for learning, reading and writing as well as social and emotional needs which need to be met.
2	Low baseline in oral communication, language and literacy, impact of Reading & Writing ELG and overall GLD. Impact on phonic screening results. Longer term impact on average reading and writing. Low baseline in mastery of number, mathematical reasoning and fluency impacts
3	35% of disadvantaged pupils have SEND (2021/2022 census) 15 % of disadvantaged pupils have SEND (2023 October census)
4	Access to wider opportunities can be more restricted owing to finances
5	Limited parental/carer engagement in school and learning; low level of readiness for school; some parents/carers experiencing difficulties supporting pupils with reading, spelling & homework completion and, for some, reduced ambition and/or attendance. Accessibility to extra - curricular experiences may be restricted because of finances.
6	Limited or unhealthy diet can impact focus and concentration and overall health, resulting in impact on attendance.



## 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
<p>To achieve and sustain improved well-being &amp; resilience and stamina for learning, reading and writing as well as social and emotional needs for all pupils in our school, particularly our disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Improved and sustained levels of well-being &amp; resilience; Pupils feel safe and happy at school pupil -Evident through               <ul style="list-style-type: none"> <li>- voice/conferences including Mental Health, Safeguarding &amp; Pastoral Lead &amp; Governor</li> <li>- pupil &amp; parent/carer surveys</li> <li>- staff-pupil-family discussions</li> <li>- teacher feedback from observations</li> </ul> </li> <li>• Assessment &amp; observations show that children are progressing; including progress against individual targets of Class Provision Maps (CPMs) &amp; SEND Individual Provision Maps (IPMs)</li> <li>• Pastoral support systems are in place, embedded and accessed by/available to all pupils</li> <li>• Pupils with social &amp; emotional needs are taught strategies to support them in accessing the curriculum and make progress, supported by ELSA as required.</li> <li>• Additional support from ELSA &amp; HMFA employed Educational Psychologist accessible.</li> <li>• Proactive behaviour strategies and support ensure good learning</li> </ul>
<p>Improved oral communication, language and literacy among disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Pupils with poor communication skills are identified promptly, including use of WellComm speech and language toolkit for screening/intervention</li> <li>• Targets support is put in place to enable pupils to address their individual targets (see CPMs &amp; IPMs)</li> <li>• HMFA SaLT is engaged to provide swift assessment and input and guidance sought from HMFA SEND and or/other outside agencies for further professional</li> <li>• Pupils in Reception provided with The Nuffield Early language Intervention (NELI) demonstrate improved oral and expressive language skills, including the use of vocabulary and grammar, letter-sound and spelling is improved</li> <li>• Increased opportunities to develop communication skills in EYFS, including T4W, will impact on early reading and writing.               <ul style="list-style-type: none"> <li>- EYFS number of pupils achieving GLD 75%+</li> </ul> </li> <li>• Year 1 &amp; Year 2 pupils receive targeted phonics intervention, using Floppy Phonics, &amp; progress in their phonological knowledge and application               <ul style="list-style-type: none"> <li>- Year 1 Phonics screening result: majority will pass (85-95%</li> <li>- Year 2 will pass Phonic screening retake</li> </ul> </li> <li>• Progress is shown in pupils' development of number sense and fluency in calculation, confidence &amp; flexibility with number Reception &amp; KS1 (&amp; Y3 if applicable) through use of NCETM Mastering Number planning, teaching &amp; resources (including rekeneks &amp; Numberblocks).</li> </ul>



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<p>Pupils with SEND are identified quickly and appropriate provision is in place to ensure pupils with SEND (including disadvantaged) are given every opportunity to make good progress against their individualised targets</p>	<ul style="list-style-type: none"> <li>• Pupils make good progress against their personalised targets on IPMS</li> <li>• Targeted support is put in place to support individual needs</li> <li>• TAs will report progress on any interventions for individuals and small group work, including pre-teaching work</li> <li>• Support materials and resources, are purchased and are used to support teaching and learning</li> <li>• Outside agencies are engaged to provide further support for the pupils, as well as training for adults</li> <li>• SEND support, assessment training and CPD is provided for all staff, as applicable, by HMFA SENDCo, outside agencies and online (National College).</li> <li>• Parents are fully informed and engage with class teacher, SENCO and Ed Psych or other support agencies to support their child's progress, including with additional activities to be done at home</li> </ul>
<p>Parents/carers of all pupils, including those of disadvantaged children engage with school, are aware of their child's learning and understand how they can support their child, including attendance.</p>	<ul style="list-style-type: none"> <li>• Families with low parental engagement are quickly identifies and support offered</li> <li>• Staff seek to identify barrier for engagement and develop positive working relationships with parents/carers to develop understanding of their role in the child's educational success</li> <li>• Pupils have access to resources &amp; equipment to help them learn at home, including IT/digital resources and devices if required.</li> <li>• Where a need is identified, appropriate support is offered e.g. Solihull Parenting Course, phonic training, basic skills in literacy and numeracy</li> <li>• Pupils make improved progress as a increased engagement levels and home support in reading, writing &amp; maths/number             <ul style="list-style-type: none"> <li>- Improved attainment and progress in reading and writing for PP children across all year groups (meeting Age Related Expectations) to match regional and national data.</li> </ul> </li> <li>• Increased number of pupils, including disadvantaged, attend &amp; benefit from a wider range of extra - curricular experiences</li> <li>• Strategies and interventions put in place, through parent/carer and staff discussion, to support attendance resulting in increased absence % and lateness             <ul style="list-style-type: none"> <li>- Attendance %, lateness &amp; children's attitude for learning &amp; positive behaviour &amp; achievements celebrated in newsletter and parent celebration collective worship</li> <li>- Parent/carer surveys show engagement, communication and satisfaction with school and school life</li> </ul> </li> </ul>



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£3,720**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD for support staff</b></p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individual</p>	<p>1, 2 &amp; 3</p>
<p><b>CPD for teachers &amp; support staff planned and delivered regularly through the year</b></p> <p>All staff will benefit from a regular schedule of training sessions designed to meet specific needs to support learning and ensure a consistent approach in teaching &amp; learning including:</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Reading, including FI</li> <li>• Talk for Writing</li> <li>• NCETM Maths Mastery</li> <li>• EYFS – language and Learning, including NELI</li> <li>• Subject leadership</li> <li>• Metacognition</li> </ul> <p>CPD will involve quality pedagogical discussions about learning. Leaders at all levels contribute to these sessions with additional IN-SET days involving experts from other schools and subject specialists.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p>	<p>1, 2 &amp; 3</p>



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<p>Developing the team's subject knowledge supports recruitment and retention of quality staff.</p>		
<p>SLT closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners. Release time given for this.</p>	<p>Leaders track PP children's progress and liase with each other to help signpost need for targeted intervention.  <i>"Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement." ~ EEF</i></p>	<p>2, 3 &amp; 5</p>
<p>Well-being and mental health training for Mental Health Lead, ELSA &amp; staff</p>	<p><i>Poor mental health has previously been linked to poor school attendance, with anxiety described as a key risk factor" ~ The Association for Child &amp; Adolescent Mental Health (ACAMH)</i></p>	





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

Budgeted cost: **£24,307**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase subscriptions for the following programmes: 123 Maths <ul style="list-style-type: none"> <li>• TT Rockstars</li> <li>• Numbots</li> <li>• Nessy</li> <li>• Dyslexia Gold</li> </ul>	Where pupils made regular use of the resources, progress was made and it led to improved confidence and a more secure basis in Numeracy & Literacy.	1, 2 & 3
Support and Teaching Assistants will deliver specific interventions 1:1 and small groups as needed	<p><i>"There is a strong evidence that targeted phonics interventions benefit disadvantaged pupils. Regular, systematic intervention groups can accelerate progress by 6+ months over a year – especially when targeted in EYFS/Year 1."</i> ~ EEF Phonics (Toolkit)</p> <p>Teaching assistant intervention – high average impact +4 months additional progress ~ EEF Toolkit</p> <p><i>"We should not forget, however, that attainment outcomes are not the only value that TAs bring to the general classroom environment.</i></p> <p>There is also evidence that working with TAs can lead to improvements in pupils' attitudes, as well as positive effects for teachers, in terms of supporting their overall workload and reducing stress." ~ EEF: The impact of Teaching Assistants ~ an holistic approach.</p>	1 & 2
Children to have access to IT equipment	This will be used to support Maths and English basic skills in school, including to access intervention programmes, in order for the children maintain good progress with their learning. As well as this, IT equipment will ensure that all children will be able to access all subjects, including in home learning if required.	1, 2 & 6
Employment of a HMFA Speech & Language therapist offering specialist support and advice to staff (HMFA SLA)	<p>Oral language intervention have proved to be effective in raising attainment and in accelerating progress. Early intervention is Early years accelerates progress even further. Having specialist support ensures all staff develop the skills required to support pupils and maximize individuals progress</p> <p>EEF – Oral Language interventions suggest pupils can make a high impact on pupil progress +7 months in a year in Early Years &amp; +6 months in KS1 &amp; KS2</p>	1 & 2



<p>SaLT will support staff develop communication friendly classrooms and develop CPD opportunities to embed language skills in every day practice, including use of Wellcomm speech &amp; language toolkit</p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£7,251**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure pastoral support is in place and promote the emotional well-being of children: Qualified Emotional Literacy Support Assistant (ELSA) training accessed and financed, resources purchased as required, including designated ELSA room.</p> <p>Access and finance the advice, support and training of an Educational Psychologist.</p>	<p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p><i>"Evidence suggests, that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours."</i> ~ EEF teacher toolkit</p> <p><i>"There is a strong international evidence to suggest that a whole school approach is vital in effectively promoting emotional and social competence and well-being."</i> (Weare &amp; Gray, 2023)</p>	3
<p>Provide extra curricular and wider curricular support.</p> <ul style="list-style-type: none"> <li>• After-school clubs</li> <li>• Curriculum days/trips</li> </ul>	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p> <p><i>"Findings from previous research suggests extra-curricular activities are important in developing social skills as well as being associated with a range of positive outcomes (e.g. achievement and attendance)"</i> ~ Social Mobility Commission research</p>	1, 2, 3, 4 & 5
<p>Attendance support for targeted families by employing a Family Support Worker and releasing Headteacher to facilitate regular attendance strategy meetings, advice and training.</p>	<p>There is a direct link between school attendance and academic outcomes. If we can increase the attendance, then there is a much greater chance of success for disadvantaged children.</p>	3
<p>Access Safeguarding services, including:</p> <ul style="list-style-type: none"> <li>• Family Liason/Early Help support officer</li> <li>• MyConcern</li> </ul>	<p>My Concern allows the DSL &amp; DDSL, who are responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and well-being concerns and act upon these as required. All staff able to report safeguarding concerns.</p>	1, 3, & 6
<p>Forest School lead and CPD, as required.</p>	<p>This activity-based intervention focusses on developing social and emotional understanding, confidence</p>	1, 2, 3 & 6



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	and self-esteem. Pupils the time and space they need to discover, experiment and consolidate through facilitated experiences and learn new skills. <i>"An inspirational process that offers children, young people and adults regular opportunities to achieve, and develop confidence and self-esteem through hands-on learning experiences in a woodland environment. Forest Education Initiative, Forest School England network 2005"</i>	
Increased parent involvement & dialogue with school	Parents will be able to have remote parent consultations/open classes which empower them to support their pupils at home.  Regular school newsletter and Seesaw inform parents of learning. Curriculum overviews are shared with parents on website and their achievements shared via SeeSaw and in the fortnightly newsletter as well as Website (including linked A.C.O.R.N.S)	5
Increased Healthy Diet. Free school milk and hot lunches.	Increases pupils focus on learning and health. Increases concentration. Children enjoy their milk and their hot lunch with their peers.	6

**Total budgeted cost: £35,278**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year, using Key Stage 1 & 2 performance data, phonics check results and our own internal assessments.

Phonic Screening	Year 1			Year 2 retake		
	Disapplied	WT	WA	Disapplied	WT	WA
Pupil Premium	33.3%	66.6%	0%	0%	0%	100%

READING (KS1)	Year 1				Year 2			
	<Y1	WT	EXS	GD	<Y2	WT	EXS	GD
Pupil Premium	33.3%	33.3%	33.3%	0%	0%	100%	0%	0%

READING (KS2)	Year 3				Year 4				Year 5				Year 6			
	<Y3	WT	EXS	GD	<Y4	WT	EXS	GD	<Y4	WT	EXS	GD	<Y6	WT	EXS	GD
Pupil Premium	25%	75%	0%	0%	33.3%	0%	66.6%	0%	0%	0%	100%	0%	0%	0%	100%	0%

WRITING (KS1)	Year 1				Year 2			
	<Y1	WT	EXS	GD	<Y2	WT	EXS	GD
Pupil Premium	33.3%	33.3%	33.3%	0%	0%	100%	0%	0%

WRITING (KS2)	Year 3				Year 4				Year 5				Year 6			
	<Y3	WT	EXS	GD	<Y4	WT	EXS	GD	<Y4	WT	EXS	GD	<Y6	WT	EXS	GD
Pupil Premium	25%	50%	25%	0%	33.3%	33.3%	33.3%	0%	0%	40%	60%	0%	0%	0%	100%	0%

MATHS (KS1)	Year 1				Year 2			
	<Y1	WT	EXS	GD	<Y2	WT	EXS	GD
Pupil Premium	33.3%	66.6%	0%	0%	0%	100%	0%	0%

MATHS (KS2)	Year 3				Year 4				Year 5				Year 6			
	<Y3	WT	EXS	GD	<Y4	WT	EXS	GD	<Y4	WT	EXS	GD	<Y6	WT	EXS	GD
Pupil Premium	25%	75%	0%	0%	0%	66.6%	33.3%	0%	0%	60%	40%	0%	0%	33.3%	66.6%	0%



## Attendance

Attendance 2022-23	Whole School		Pupil Premium	
	Present	Persistent Absence 85%	Present	Persistent Absence 85%
Autumn 2022	93.85	6.25	93.93	10
Spring 2023	95.19	3.8	92.88	8.33
Summer 2023	96.04	3.8	95.39	8.33

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars (Times Tables)	<a href="https://trockstars.com">https://trockstars.com</a>
Numbots	<a href="https://numbots.com">https://numbots.com</a>
123 Maths	<a href="https://www.123maths.co.uk">https://www.123maths.co.uk</a>
Seesaw (online Platform)	<a href="https://web.seesaw.me">https://web.seesaw.me</a>
Dyslexia Gold (Reading unlocked)	<a href="http://dyslexiagold.co.uk">http://dyslexiagold.co.uk</a>
Nessy Learning Programme	<a href="https://www.nessy.com">https://www.nessy.com</a>