

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	76 pupils - Sept 2022
Proportion (%) of pupil premium eligible pupils (22)	28.9 % (22 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023-2024. 2024-2025
Date this statement was published	August 2023
Date on which it will be reviewed	January 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 £2,416) (Oct, Nov, Dec 22 £6,209) (Jan, Feb, Mar 23 £6,902) (April, May, June 23 £ 8,165) (July, Aug 23 £5,443)	£29,135
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	£29,135

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Llangrove CE Academy 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.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential as long as the provision meets their needs.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ 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.

Context:

We are a Church of England Aided School and Christian Values provide a framework for the day to day life of the school. We aim to ensure that the school provides purposeful, effective education in a happy and stimulating environment where the children feel secure and comfortable within a caring, family atmosphere. Children are helped and encouraged to make positive contribution to all aspects of school life, to develop individual interest and to recognise the abilities and needs of others as caring citizens within the school and the wider community.

We believe that our environment provides a wonderful stimulus for learning. Our school is set in the heart of the village community of Llangrove and serves a large rural catchment area. We are a small school of just over seventy pupils, grouped in three classes – Acorn, Beech and Oak .

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

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

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Lack of enrichment opportunities which can prevent the development of vocabulary and knowledge – this directly effects reading and writing attainment and progress.
2	Low mathematic basic skills, reasoning and fluency.
3	Attendance, social, emotional and behavioural issues for key children across the school have a detrimental effect on their academic progress.
4	Access to wider opportunities can be more restricted owing to finances
5	Some parents experience difficulties supporting pupils with homework.
6	Limited access to the internet and IT equipment at home.
7	Some pupils do not always have a healthy diet which can limit focus and concentration in class.

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
To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	Improved attainment and progress in reading and writing for PP children across all year groups to match national data, especially in KS2.
Improved behaviour and emotional resilience for targeted pupils.	Fewer incidents recorded for these pupils on the school system.
Accessibility to extra - curricular experiences is not restricted because of finances and the extra interest will be seen throughout the pupils work and discussions.	Pupils will be able to attend a wider range of extra - curricular experiences and the impact of this will be seen in their work and discussions.
Parents of pupils eligible for Pupil Premium funding are engaged in their child's learning and can support them to complete work at home.	Increased parental involvement and dialogue with school. Parents feel enabled to support pupils at home.
Pupils eligible for Pupil Premium funding in Key Stages 1 and 2 have access to the internet to allow them to enhance their learning through research or engagement with internet – based learning programs.	All pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 are provided with opportunities to use the internet to complete projects or access programs such as 123 Maths, Nessy and SPaG.com.
Increased focus in class with improved learning. Encouraging healthy eating and diet.	Pupils eligible for free school meals also have the opportunity for free school milk. KS2 FSM pupils receive a hot meal every day.

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: **£1,725**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for support staff All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning, including:</p> <ul style="list-style-type: none"> • Live marking • Feedback • RWI • Language skills • Quality interactions EYFS • Behaviour 	<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</p>
<p>CPD for teachers planned and delivered regularly through the year</p> <ul style="list-style-type: none"> • Safeguarding • Reading • Mathematics • Science • EYFS – language and learning • Subject leadership • Metacognition <p>CPD meetings at will involve quality pedagogical discussions about learning. Senior leaders design the schedule and plan delivery. Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists. Developing the team’s subject knowledge supports recruitment and retention of quality staff.</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</p>

Training: Talk4Writing; Talk4Reading; Floppy Phonics & THRASS	TAs and teachers noticed the improvements in knowledge and application as children progress. The setting up of THRASS spelling intervention scheme for KS2 was hugely successful from Sept 20. to March 21 and the PP children responded well to the daily/weekly routine.	1
PenPals Handwriting	PenPals is established as the school handwriting scheme ensuring continuity and clear handwriting expectations. Pupils make accelerated progress. Pupils are at least in-line with others pupil nationally.	1
Training: Maths Mastery	Those students that do not achieve Mastery are given additional support in learning. This cycle continues until they accomplish Mastery, and they may then move on to the next stage. This has led to an improvement in the children's Maths ability. Children will become more independent in their use of strategies to help maths skills and ability.	2
New Teacher: Additional Maths Tuition	An additional maths teacher has been employed to work with targeted KS2 Pupil Premium children and small groups. Children will become more independent in their use of strategies to help maths skills and ability.	2
Forest School lead and CPD	This activity based intervention focusses on developing social and emotional understanding. This gives pupils the time and space they need to discover, experiment and consolidate through play and facilitated experiences and learn new skills.	3

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

Budgeted cost: **£20,543**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Phonics Intervention We are developing our reading and phonic strategy to ensure all children can learn to read and read to learn so that no child is left behind.</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p>	<p>1 & 2</p>
<p>Children to have access to IT equipment</p>	<p>This will be used to support Maths and English basic skills in school in order for the children to maintain good progress with their learning. As well as this, IT equipment will ensure that all children will be able to access all subjects in home learning in the event of a full or partial lockdown.</p>	<p>1, 2 & 6</p>
<p>TA Support in all classrooms throughout the school day.</p>	<p>This will lead to a marked improvement in the children's ability to be supported as they take part and achieve within all areas of the curriculum.</p>	<p>1 & 2</p>
<p>1:1 and small group support</p>	<p>Additional support with qualified staff in reading, writing and Maths, in addition to standard lessons will ensure good progress is made during the year.</p>	<p>1 & 2</p>
<p>Tackling Tables</p>	<p>Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil.</p>	<p>1</p>

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

Budgeted cost: **£6,862**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support for targeted families by employing a Family Support Worker and releasing Headteacher to facilitate regular attendance strategy meetings.	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.	3
Social and emotional/pastoral support. <ul style="list-style-type: none"> • Senior mental health training • Lego Therapy 	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.	3 & 4
Good to be Green	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	3
Wider curriculum opportunities <ul style="list-style-type: none"> • After school clubs • Sporting events 	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	3, 4 & 5
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, Seesaw and Tapestry inform parents of learning. Curriculum overviews are shared with parents on website and their achievements shared via Tapestry (Reception pupils) and SewSaw (KS1 & KS2)	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.	7

Total budgeted cost: £29,135

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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)	https://trockstars.com/
Seesaw (online Platform)	https://web.seesaw.me
Tapestry (online Journal Platform)	https://tapestryjournal.com
Dyslexia Gold (Reading unlocked)	http://dyslexiagold.co.uk
Nessy Learning Programme	https://www.nessy.com
123Maths	https://www.123maths.co.uk
White Rose Maths	https://whiterosemaths.com/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

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.