

Pupil premium strategy statement – Church Langton Primary School 2023-2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	Was 6% Was 5% Now 6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-25 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Anderson
Pupil premium lead	Mr Baylis
Governor / Trustee lead	Mr Joseph

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,854
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,854

Part A: Pupil premium strategy plan

Statement of intent

At Church Langton CE Primary School, our Christian proverb ‘teach children how they should live and they will remember it all their lives’ (Proverbs 22:6) underpins everything we do. Our Pupil Premium strategy ensure all our children get the same access to this core belief and that all children are prepared well to thrive and flourish throughout the rest of their lives.

Our goal is for Pupil Premium children to not be in any way disadvantaged compared to their peers. Our current pupil premium plan ensures they are exposed to the highest quality teaching and wider experiences as is possible to provide. The current plan aims to address any gaps and challenges that may cause children in receipt of Pupil Premium to achieve any differently compared to their peers. The following plan is based on consideration of gaps and challenges and addresses these using research backed methods in order to eliminate inefficient and costly ideas which do not have the same significant impacts. We aim for all disadvantaged children to make good progress and achieve high attainment outcomes but to also have the best access to an enriching and rounded curriculum as well as preparing them to be citizens of the world that can excel in all areas. High quality teaching, we believe, is the bed rock of success for these children and therefore our plan reflects that ethos. This has been evidenced repeatedly in educational research as the single biggest impact a strategy can have for providing the best experiences for pupil premium recipients: ‘Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity’. Willian 2018

Why we spend the money the way we do?

Outcomes for disadvantaged pupils at Church Langton have consistently demonstrated that high quality teaching is having a significant impact on outcomes. The funding is spent to continue this high standard of provision, provide extra-curricular opportunities and incorporates tailored interventions. The gap most often evident is in the experiences the pupil premium children are able to access.

The outcomes for Pupil Premium children continue to indicate that the spending strategy of focusing on quality teaching works.

Feedback regularly confirms that access to extra-curricular opportunities benefit children where they wouldn’t otherwise be able to participate. Parents appreciate the regular reporting opportunities through reports and parent’s evenings to keep informed on their child’s progress.

Challenges

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

Challenge number	Detail of challenge
1	Continued Challenge: Extra-curricular opportunities can sometimes be a priority which ceases to be pursued when costs are unaffordable. With current strains linked to costs of living we want to ensure all pupil premium children have access to these opportunities.
2	Continued Challenge: Wide range of trips offered makes affordability hard for pupil premium children. The school offers two residentials and aims to offer trips across an academic year in all year groups which can be a substantial financial ask.
3	Previous Challenge Not Continued: Lack of engagement with consolidation work at home has been noticed to coincide with lower pupil attainment. We don't want this to be a barrier to pupil premium children as we aim to make sure there is no gap in achievement between the pupil premium children and national standards.
4	New Challenge 2025: Ensuring good social, emotional and mental health in order to reduce this as a barrier to effective learning. Our assessment of varying barriers has indicated a need for emotional support in order to ensure children are present, happy and comfortable in school. The pastoral offer needs to provide robust options to cater for the varying needs in this area. Understanding and awareness of adverse childhood experiences is crucial to the effective support of all children.
5	New Challenge 2025: Improvement of attainment for pupils eligible for Pupil Premium who also have SEND, by addressing gaps in fundamental social and emotional skills, fostering positive attitudes towards learning, and strengthening early literacy and numeracy foundations.

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>Achieved</p> <p>In Progress</p> <p>Developing</p>

<p>Improved attainment for identified pupil premium children that are not in line with expectations nationally for non-pupil premium children. Data for these children to improve over time.</p>	<p>Data analysis will show children achieving in line with national expectations.</p> <p>Monitoring of academic performance via a dedicated section in pupil progress meetings.</p> <p>PIXL therapies identified through rigorous PIXL assessment timetable.</p> <p>Formative assessment CPD programme undertaken across the year.</p>
<p>Children to have access to an ELSA trained member of staff and designated area within school at unstructured times of the day.</p> <p>And</p> <p>Children to have improved systems for emotional and mental health support.</p>	<p>Member of staff funded and sent on ELSA training course.</p> <p>A space developed for ELSA work and group nurture activities</p> <p>A space available during break times with trained member of staff in emotional support.</p> <p>A space available during lunchtime with trained member of staff in emotional support.</p> <p>Happy Lunchtime initiative instigated for structured and supported play to allow children to be regulated and safe before classroom time.</p> <p>SENDCO referral system to link to ELSA support system for joined up thinking.</p> <p>Attachment and Trauma - Virtual School and Zones of Regulation and Functions of behaviour - Autism Outreach</p>
<p>Ensure staff are trained and up to date with new phonics scheme so that it can be vigorously delivered and narrow the reading gap for disadvantaged pupils.</p>	<p>SoundsWrite phonics training undertaken by staff involved in the delivery of the scheme. This should be a continuing process as staff move in the school context.</p> <p>Phonics assessments undertaken and results scrutinised termly.</p> <p>Pupil progress meetings with KS1.</p> <p>Close link to reading development in school.</p> <p>Phonics outcomes at the end of KS1 at least in line with national.</p>
<p>Continue work on quality first teaching. This should include CPD opportunities, continuing improvement of the curriculum offer, continued improvement with formative assessment and work on effectively using teaching assistants for interventions.</p>	<p>Curriculum improvements invested in where rigorous scrutiny of improvements has been undertake.</p> <p>SoundsWrite phonics training.</p> <p>Staff involved with relevant CPD, including:</p>

	<p>Precision Teaching Training</p> <p>United Strengthening Programme - Learn AT CPD</p> <p>Attachment and Trauma - Virtual School and Zones of Regulation and Functions of behaviour - Autism Outreach</p> <p>Subject leaders continued engagement with trust support groups.</p> <p>Funding for development of teaching assistants and CPD for them to engage in.</p> <p>Pupil progress meetings will specifically focus on attainment and progress of pupil premium children.</p> <p>Teaching staff CPD programme on responsive teaching and formative assessment undertaken with reflection format.</p>
<p>Continue to ensure that pupils can engage with cultural and extra-curricular elements of schools e.g. trips and residential experiences.</p>	<p>All pupil premium children to access every trip.</p> <p>Pupil premium children offered access to extra-curricular club.</p> <p>Enrichment days held by school.</p> <p>Pupil Premium funding for music lessons.</p> <p>Pupil Premium children to attend residentials.</p> <p>School uniform and milk funded when necessary.</p>
<p>Pupil premium children continuing to be regular focus in discussions of pupils (both data and pastoral). This should continue to be a large focus in SLT discussions and PPM discussion with teachers so that children continue to be at the top of discussion agendas.</p>	<p>Section on pupil progress form for pupil premium discussion.</p> <p>Regular references in staff meetings.</p> <p>SLT non-contact time.</p> <p>Regular Pupil Premium network meetings attended and funded.</p> <p>Insight platform focus on Pupil Premium children</p>
<p>Our homework offer has a significant digital element. A large consideration of this is the access required for digital content and relevant equipment.</p>	<p>Mathletics subscriptions.</p> <p>Spelling Frame subscriptions.</p> <p>LetterJoin Subscriptions.</p> <p>Collection of school laptops available. (This has not been possible to facilitate).</p> <p>Participation monitored.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7614

Activity Continued New	Evidence that supports this approach	Challenge number(s) addressed
Responsive teaching CPD focus delivered over 6 sessions across year.	<p><i>'The difference between a very effective teacher and a poorly performing teacher is large. For example, during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher.</i></p> <p><i>Over a school year, disadvantaged pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers – a difference of a whole year's learning'</i></p> <p>McKinsey, Sutton Trust / BCG research</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021</p> <p>Feedback EEF</p>	5
Insight instigated to SLT and teachers can more effectively identify attainment gaps.	<p>Use reliable research evidence to support your strategy EEF</p> <p>'Collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify priorities and target additional support.'</p> <p>'High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be scheduled and aligned with the curriculum carefully.'</p>	5

<p>Improving quality of feedback through implementation of feedback policy</p>	<p>EEF guidance report on feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Research of Prof John Hattie http://visible-learning.org/2009/02/visible-learning-metastudy/</p> <p>EEF teacher feedback review. Teacher Feedback to Improve Pupil Learning EEF</p>	<p>5</p>
<p>Leadership time used for training and research to facilitate effective impact in writing improvements.</p>	<p>Research and work of Dr Paul Bloomberg https://books.google.co.uk/books?hl=en&lr=&id=6N4mDQAAQBAJ&oi=fnd&pg=PP1&dq=research+dr+paul+bloomberg&ots=Vzdf4TBSbG&sig=v8MmAvQ4U4_Ktcc9g4U2RJh6Qzl#v=onepage&q=research%20dr%20paul%20bloomberg&f=false</p>	<p>5</p>
<p>Writing was an area where pupil premium children within our setting could have more support. This will involve CPD and development for teachers with a school KS1 focus, specialist support, CPD and support for support staff and the facilitating of intervention time to help narrow these gaps.</p>	<p><i>'The difference between a very effective teacher and a poorly performing teacher is large. For example, during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher.</i></p> <p><i>Over a school year, disadvantaged pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers – a difference of a whole year's learning'</i></p> <p>McKinsey, Sutton Trust / BCG research</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021</p>	<p>5</p>
<p>Establish rigorous and daily phonics teaching and interventions with all key stage staff trained in delivery.</p>	<p>See combination of boxes above. The education endowment fund also credits this as being one of the cheapest strategies but with the maximum impact possible to be attributed to this area.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>5 and 3</p>

<p>Constant re-adjustment and rigour applied to the quality of the curriculum offered. This involves resourcing and improving the curriculum offer in order to narrow the gaps as effectively as possible.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF 2021.</p>	<p>5</p>
<p>New handwriting scheme researched and invested in. One trend noticed since the inception of this plan has been the need to improve handwriting to raise standards across the curriculum.</p>	<p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p> <p>Emphasis on handwriting to wider learning and specifically writing evidenced in new writing framework with links to closing attainment gaps.</p>	<p>5</p>

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

Budgeted cost: £7560

Activity Continued New	Evidence that supports this approach	Challenge number(s) addressed
<p>PIXL approach instigated to identify specific interventions (therapies).</p>	<p>Use reliable research evidence to support your strategy EEF</p> <p>‘Collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify priorities and target additional support.’</p> <p>‘High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller</p>	<p>5</p>

	number of learning goals. They can be powerful tools, but must be scheduled and aligned with the curriculum carefully.'	
Establish rigorous and daily phonics teaching and interventions with all key stage staff trained in delivery.	Rationale mentioned previously.	5
Support provided for pupil premium children that can struggle with emotional and social issues. This includes the purchasing of targeted intervention strategies and the training of a member of staff to deliver ELSA interventions.	<p>PAC-UK recommends:</p> <ol style="list-style-type: none"> 1. Provide nurture and relationships. For example, through a nurture group, and training for staff to provide key attachment relationships. 2. Scaffold children's social skills and peer relationships. For example, through lunchtime clubs with opportunities to practise social skills or facilitating friendships e.g. through a buddy scheme or peer mentoring initiative 3. Support emotional literacy and emotion regulation. For example, through group work, or some calm zones in classrooms and centrally within the school. <p>Support children to cope with transitions and change.</p>	4 and 5

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

Budgeted cost: £3680

Activity Continued New	Evidence that supports this approach	Challenge number(s) addressed
ELSA trained member of staff.	Improving Social and Emotional Learning in Primary Schools EEF	4 and 5
Whole school impetus on trips that broaden experiences, especially for those disadvantaged children. These can be cultural as well as educational.	<p>Evidence suggests a powerful and enriched curriculum is vital to a child's development and this 'powerful knowledge' may not be as accessible for disadvantaged children.</p> <p>https://impact.chartered.college/article/applying-powerful-knowledge-principle-curriculum-development-disadvantaged-contexts/</p>	1, 2 and 5

	<p>We want a broad and inclusive curriculum with opportunities open to all to broaden these interests even further.</p> <p>https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/narrowing_the_achievement_gap_for_disadvantaged_pupils_2018.pdf</p>	
<p>Enrichment activities and days continued and funding provided to allow access to these events.</p>	<p>Disadvantaged learners are entitled to the same high quality educational experiences that lucky children take for granted.</p> <p>(Tassoni 2016; La Salle 2018)</p>	<p>1, 2 and 5</p>
<p>Children in school that are pupil premium often need exposure to extra-curricular offerings and visits. We don't want affordability to stop them accessing these opportunities.</p>	<p>Please see box above about broadening experiences. Participation in enrichment comes with moderate impacts on the education endowment Foundation Teaching and Learning toolkit.</p>	<p>1,2, 4 and 5</p>

Total budgeted cost: £18,854

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year. The analysis draws upon formal assessments, formative and summative data, school data sets, pupil progress meetings, observations, attendance analysis and behaviour/well-being observations.

We have analysed the academic 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. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. 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.

The academic outcomes for pupil premium children continue to be strong at Church Langton Primary School. The KS2 outcomes resulted in all pupil premium children meeting the expected standard across the combined subjects of Reading, Writing and Maths which is significantly higher than the national average for all pupils. Across the wider school 70% of children were at the expected standard for maths, 90% for writing and 80% for reading. Across the school our pupil premium children broadly achieved in line with their peers both nationally and within the school cohorts. We believe this indicates that our approaches to supporting pupil premium children to achieve academically are working well and that this enforces the importance that research places on developing and strengthening teaching practice in order to have the biggest impact on pupil premium children. We will continue to make this a crucial element of our pupil premium strategy.

We believe our extra-curricular offer was crucial to ensuring continued good attendance and well-being amongst our pupil premium group and this reinforced our commitment to this continuing to be one of our key offers. Parental enquiries for assistance with trips shows the importance of supporting equity within our wider curriculum offer.

As the year developed it became clear that a potential barrier to some children was the support they needed with social and emotional elements in school and that addressing this would help them access the wider curriculum in its entirety, be happy and achieve more academically. For this reason, it forms a key component of our new challenges to address in the upcoming academic year. Our analysis also indicates that some previously instigated strategies are having a positive impact and need to be continued and developed into the last year of this current cycle.

Please see the detailed tables below for academic outcomes in **2024/25** at the end of KS2 (no PP children finishing KS1)

	Reading Expected	Writing Expected	Maths Expected
National	75%	72%	74%
National PP	63%	59%	61%
Church Langton PP	100%	100%	100%

Please see the detailed tables below for academic outcomes in **2023/24** at the end of KS1 and KS2.

Percentages of disadvantaged children achieving expected or above expected standard at the end of KS1.

	Reading Expected	Writing Expected	Maths Expected
National	68%	60%	70%
National PP	68%	60%	70%
Church Langton PP	100%	50%	100%

Percentages of disadvantaged children achieving expected or above expected standard (it is important to note the context of these scores with some cohorts having experienced the pandemic remote learning process) at the end of KS2.

	Reading Expected	Writing Expected	Maths Expected
National	74%	72%	73%
National PP	74%	72%	73%
Church Langton PP	100%	100%	100%

Externally provided programmes

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

Programme	Provider
N/A	N/A
N/A	N/A