



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	
School name	Langold Dyscarr Community School
Number of pupils in school	295 (including 29 nursery children)
Proportion (%) of pupil premium eligible pupils	21.3% (63 children)
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Gemma Barlow
Pupil premium lead	Michelle Neal
Governor / Trustee lead	Janet Symonds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,240
Recovery premium funding allocation this academic year	NA
Service pupil premium	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£93,240

Part A: Pupil premium strategy plan

Statement of intent

All of the Staff and Governors at Langold Dyscarr Community School strive to achieve the very best outcomes they can for every child through quality first teaching across all subjects and high-quality pastoral care. We invest in high quality training for all staff to ensure teaching and learning is highly effective for everyone. We recognise that not every child receiving Pupil Premium funding is socially disadvantaged and also that not every child who is disadvantaged receives Pupil Premium funding. By focusing on children's individual needs we aim to enable every child to achieve and make the best progress they can through rigorous monitoring and tracking. We also closely track how well vulnerable children are achieving in comparison to their peers in order to close the gap.

Our Pupil Premium strategy is integrated within our School Improvement Plan and our learning recovery programme.

Our ultimate objectives are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To ensure all pupils are able to read fluently and with good understanding to enable them to access the curriculum.
- To support our children's health and well-being to enable them to access learning at an appropriate level and to develop resilience

Our provision is designed to build the necessary skills, knowledge, and emotional intelligence of every child, thus enabling them to reach their targets and beyond. To do this, we use appropriate diagnostic assessments to help us to understand each child's unique context and hence provide the support they need. Because we understand that quality first teaching is the key to this, a programme of professional coaching is in place to continue to develop teaching across our school, ensuring that we are able to take advantage of the latest evidence-based research and we all grow as professionals.

The key principles that the school and Governors consider making for this group include and would not be inclusive of;

- Ensuring all teaching is at least effective thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate an 'Achieving Potential' Teaching Assistant in all year groups - providing small group work focussed on overcoming gaps in learning.
- 1-1 support
- Support for children who have social and emotional needs.

- An attendance officer to track daily attendance and to follow up on non-attendees daily.
- Implementation of school led tutoring programme to address the gaps in learning.

To ensure our approach is effective we measure attainment in all areas and review our strategy at termly intervals during the year.

Challenges

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

Challenge number	Detail of challenge
1	Oracy skills on entry to school are low. Many children have a severely depleted vocabulary. ELG scores, observations and discussions with pupils indicate underdeveloped oral skills and vocabulary gaps among many disadvantaged pupils. These are evident from Foundation 1 through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Closing the attainment gap in reading, writing, phonics and maths. Despite quality first teaching and accessing a range of interventions many pupils did not manage to catch up to their peers. Although there were successes last year, there is still a tangible gap between where the children are and where they should be. Phonics screening check results, KS1 reading outcomes and ongoing formative assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Foundation in the last 3 years 80% of our disadvantaged pupils arrive below age related expectations. Internal and external (where available) assessments indicate that Math attainment among disadvantaged pupils, especially boys, is significantly below that of non-disadvantaged pupils. On entry to Foundation in the last 3 years 80% of our disadvantaged pupils arrive below age related expectations.
3	Parental engagement in home reading and homework is often poor. Some parents struggle to support their children at home due to literacy skills or through lack of aspiration. Many parents have shown that they are keen to work

	with children if they know what to do. They need help and support to enable them to have the confidence to help their children in reading, writing, maths and phonics.
4	Attendance and punctuality Our assessments and observations indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress
5	Reducing the impact of social emotional and mental health upon learning. 75% of the pupils who display challenging behaviour in and around school and receive funding for emotional and behavioural support are disadvantaged pupils.
6	To further broaden the horizons of our pupils and our families – pupils and parent share narrow experiences. A number of children don't know what they might want to be or where they want their lives to go in the future. They are not able to link work in school with future ambition.
7	Complex home lives. Around 60% of our pupils live in homes where there are complex challenges including neglect, mental health difficulties, addiction, domestic abuse, poverty and children who have suffered from ACEs. The situation is being made worse by the current cost of living and fuel crises.

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
EYFS – raising standards in all areas – with a particular focus on writing. Increased oral language skills and vocabulary among our disadvantaged pupils.	Raised attainment of all pupils to enable them to meet their targets. The number of children achieving a good level of development will be more in line with National. Assessments and observations indicate enhanced spoken language ability among our disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and on-going formative assessments.
Reading, writing and Maths	All pupils achieve their targets. These are readily reviewed and the support of parents is enlisted through parent evenings, pupil

	trackers, homework and in school support sessions.
Phonics	Year 1 phonics screening test scores are in line with national average or above. FS phonics ensures that the vast majority of children are able to access the year 1 programme.
Broadening horizons	Raised attainment in all subjects through school visits and visitors, increased knowledge and accumulation of cultural capital.
Raise attendance	All pupils see the importance of attending school and the connections to attainment. High levels of attendance, demonstrated by: • Pupil premium attendance is in line with National. • The percentage of all pupils who are persistently absent reduces and is more in line with National.
Improved SEMH in all children Zones of regulation	Children are able to access the appropriate support to enable them to enjoy and fully benefit from their time in school both socially, behaviourally and academically. They are able to self-regulate their behaviour using the zones of regulation and successfully influence the behaviour of those around them.
Improved whole school learning behaviour through the use of meta cognition strategies Children are more proactive in their behaviour. They use advice given to make changes to their understanding and the work they produce.	Improved whole school learning behaviour through the use of meta cognition strategies Children are more proactive in their behaviour. They use advice given to make changes to their understanding and the work they produce.

Activity in this academic year

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

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

Budgeted cost: **£17,787.58**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT and middle leaders to continue coaching identified staff. £6,619.11	Source EEF Teaching Toolkit	1,2,3,6,
Embed high quality teaching in the core subjects through monitoring, coaching, open classrooms and team teaching £2,500	EEF guide to pupil premium- tiered approach - teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support the less experienced members of staff within our school, so we have identified a member of staff who will take on and develop this role within the middle management structure Potential gain +5 months.	1,2,3
Early career framework support for one ECT1 teacher and one ECT2 teacher through monitoring, team teaching, deliberate practice, MAT support £3,309.55	ORAL LANGUAGE INTERVENTIONS – high impact. Class teaching of communication skills. Effective assessment through threshold concepts. POTENTIAL GAIN: +6 months	1,2,3,4,5,6,7
Reading lead to disseminate best practice in phonics £674.36	FEEDBACK -high impact. Used in literacy and numeracy on a daily basis through verbal feedback and tasks. Individual writing conferences at the end of each block of work for all pupils. POTENTIAL GAIN: +7 months	1,2,3
Metacognition – development of key actions and skills across school £1000		
Investment in NPQ, Future Engage, Deliver and School Leadership programmes to strengthen leadership	Phonics teaching – high impact Potential Gain +5 months	1,2,3,6

and raise standards £1,690.56	Early Numeracy teaching – high impact Mastering number project.	
To train 2 members of staff in Forest schools £1,994	Number sense – resources and staff development Potential Gain:+6 months META COGNITION – very high impact. Developing a learning to learn thought to action process, thinking aloud. POTENTIAL GAIN: +7/8 months	1,2, 4,5,6,7

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

Budgeted cost: £48,269.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support in addition to whole class teaching for individuals and groups in reading, phonics, writing and Maths across the whole school £32,361	Source: EEF Toolkit Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners usually in a separate classroom or working area. Intensive	1,2,3
Improve pupil's confidence in being able to speak clearly and coherently	tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a	1,2,3

£500	more general strategy to ensure effective progress or to teach challenging topics or skills. Potential Gain +4 months	
Booster sessions for all year groups before and/or after school during the school year. £6, 128.64	Oral Language interventions – high impact. Small group, 1:1 intervention to boost speaking and listening. NELI trained TA's to deliver Potential Gain +6 months	1,2,3
2 x Mid-Day supervisors reading 10 minutes daily with targeted lowest 20% Pupil Premium children in all year groups £150	One to one interventions Teacher led. Targeted to the needs of the pupils. Focussed development and progress evaluated daily. Potential Gain +5 months	1,2,3
Y6 daily reading breakfast booster sessions £150	EEF (+) We define parental engagement as the involvement of parents in supporting their children's academic learning. Potential Gain +4 months	1,2,3
Y6 and Y5 reading plus intervention daily sessions. £2,036.70	Having analysed our cohorts, we have identified that year 6 have considerable gaps as a result of the pandemic and these will be addressed through intensive tuition. We have also identified the Year 2 cohort as needing intervention and therefore will access further phonics support and NCTEM mastery number as an intervention. Identified children will also access the Launch pad for literacy intervention.	
Y5 Weekly maths or reading booster session after school		1,2,3



£814.68
school led tutoring programme £6,128.64
Embed the zones of regulation. £0

1,2,3
1,2,5

3) Budgeted cost: £27,589.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer £6,171.80 Appointed to analyse attendance and to complete First day call and support families to raise attendance/punctuality.	Source EEF Toolkit The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
ELSA £ 11,805.69	Social and Emotional Learning - interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focussing directly on the academic or cognitive elements of learning. SEL interventions might focus on ways in which pupils work with, and alongside, their peers, teachers, family and community. These include specialised programmes which are targeted at pupils with particular social or emotional needs. Potential Gain + 4 months We define parental engagement as the involvement of parents in supporting their children's academic learning. Potential Gain +4 months	ALL
Continuation of National Breakfast Scheme so that all children come to school ready to learn £836.82		ALL
Continuation of the Take Care team £3,394.50		ALL
Breakfast club worker x2 £ 4,418.41		1 2 4 5 6
Lunch time Play Worker (2) £3,679.58		1 2 4 5 6
Subsidized trips for all Pupil Premium children. £1,700.66		1 4 5 6

Total budgeted cost: £93,646.29

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.



Langold SHINE
Evaluation of Pupil Pre

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
ELSA	ELSA Support
Reading Plus	Reading plus.com