

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 | Langstone Primary Academy |
| Number of pupils in school | 607 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 - 2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Jane Bush |
| Pupil premium lead | Stephne Wessels, Georgina Harris, Charis Knapp, Esther Blakely |
| Governor / Trustee lead | Irene Baldry |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £269, 336 |
| 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 | £269, 336 |

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that pupil premium children are able to achieve their full potential becoming resilient, reflective thinkers who challenge the world around them. The needs of all children are met by carrying out an initial assessment of need. The areas we consider are Academic requirements, Welfare (including behavioural, social and mental well-being) and finally, Enrichment as these are the areas of need we believe our children to have. We want all children with this entitlement to benefit from this holistic approach where all possible needs are considered.

Academic – Children’s academic needs are identified in class and their progress and attainment is analysed. Any individual or group gaps in performance to other children in their class or more widely those nationally, will be addressed through early interventions such as 'Little Wandle keep up/catch up', 'Better Reading Program', '1:1 tutoring' or 'small group support'. This is overseen by the Inclusion & Intervention Team' who support staff in the identification of target groups/ individuals and deliver and evaluate interventions. This team engages with the Pupil Premium Network (PEIA). These gaps are currently cohort specific but are linked to the core areas of Maths, Reading & Writing. Teachers will be supported to engage with research to further develop practice.

Welfare - Children will be supported to develop recognising the need to enhance their ability to communicate effectively. The Nurture Team closely monitors children with an entitlement, separately to the rest of the school. They provide support for both family and child/ children when it is needed. In addition to this, the Data Officer will work closely with families to ensure barriers to good attendance are addressed. We will also look to purchase additional support where it is appropriate.

Enrichment - this enables the school to be fully inclusive by supporting the cover of costs to build a curriculum based on experience. This funding partly enables the school to meet the needs of individuals with updating technology, engaging with the digital strategy and providing resources that teachers identify as helping to address gaps in learning or valued experiences.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | In internal and external assessment, children’s achievement and progress in core learning is below that of non-disadvantaged pupils. This is particularly evident in children with an entitlement that have additional needs (SEN) and often gender specific to cohorts. |

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|---|---|
| 2 | Through research, it was identified that the ability to communicate and children’s social and emotional development health was a barrier to learning and in ensuring that they had a readiness to learn. |
| 3 | Our observations of learning showed that a limiting factor for children with an entitlement was their lack of experiences limiting their cultural capital and ability to make links in learning. |
| 4 | Our attendance data prior to merging indicates that disadvantaged pupils have been lower than their peers with this year showing a difference of 2.5% between those pupils eligible for Pupil premium and those who aren’t at KS2 and 1% at KS1 and EYFS. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

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 |
|--|---|
| Children are achieving in-line with their peers in core learning, particularly phonics, reading and writing. | Whole school data shows a closing of the attainment gap with peers Observations and feedback show children demonstrate a positive attitude to learning in phonics, reading and writing Children are able to access learning with increasing independence |
| Children have the emotional stability and communication skills to access next stage of learning | Children are confident speakers who speak in full sentences in response to questions. Children who are supported, achieve targets of personal development Children demonstrate being reflective, resilient thinkers Children are well supported and incidents of exclusions or inclusions are rare |
| Children use knowledge and experiences to improve understanding | Children are able to share experiences and how these have impacted on learning Children are motivated and engaged by experiences |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. the percentage of all pupils who are persistently absent being below 6% and the |

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| | figure among disadvantaged pupils being no more than 7%. |
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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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Accelerated Reader and associated tools are fully implemented and embedded for all children | (EEF +5 Months, ***) Project Report on Accelerated Reader Accelerated Reader EEF (educationendowmentfoundation.org.uk) Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and gives children a Zone of Proximal Development (ZPD). This focuses their attention on books which will challenge and support them to make progress. | 1 |
| Embed phonics interventions program to address gaps | (EEF +2 Months, ***) Phonics Report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. | 1 |
| Work with Maths Hub & University to develop Maths Leader in order to support staff pedagogy for Mastery Math | (EEF +2 Months, ***) Mathematics mastery – Primary Report Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) | 1 |

| | | |
|--|---|-----|
| | Recommendation 4 - Enable pupils to develop a rich network of mathematical knowledge | |
| To develop oracy in children in order to develop communication | <p>(EEF +7 Months) Communication & Language Approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> | 1,2 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To utilise 1:1 tuition for targeted children in writing, phonics and core learning – provided by Inclusion & Intervention Team and 1:1 tutor | <p>(EEF +5 Months, ****) Reports on 1:1 and small group tuition</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> | 1, 2 |
| Two senior teachers assigned to year groups | (EEF +4 Months, **) Reports on small group tuition | 1, 2 |

| | | |
|---------------------------------------|--|--|
| to provide small group tuition | <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> | |
|---------------------------------------|--|--|

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Nurture Team – working with small groups and 1:1 support to support emotional and behavioural needs. | <p>(EEF +5 Months, ****) Reports on Behaviour Interventions and Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> | 3 |
| Provide opportunity in broadening the curriculum through experiences both on site and off | <p>That children within Portsmouth need to be exposed to broader cultural awareness/ experiences in order to drive aspirations and provide exposure to the wider world.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> | 3, 4 |

| | | |
|--|--|-------------------|
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Engagement with PEIA attendance network.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> | <p>1, 2, 3, 4</p> |
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Total budgeted cost: £ 269,336

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.

Prior to merging and becoming Langstone Primary Academy in September 2024:

Langstone Infant School

Achieve standards in line with their peers in KS1 Reading, phonics and writing.

Teaching priorities included the continued raising of standards to be in line with the national average (1.2 of J2E). Tracking across core subjects, CPD from English Hub and embedding of the I&I team has enabled staff to ensure targeting of disadvantaged groups. The focus on high quality teaching and rigorous assessment tracking is identified as having a significant impact on those who are the most disadvantaged.

The data showed that overall 87% of children passed the PSC. 81% of disadvantaged children achieved the expected Phonic Screen Check pass mark in the current Year 1 cohort, maintaining last year's result. Since the implementation of the I&I team at the infant setting, this has shown a marked improvement from the 2021-22 results of 44% of disadvantaged children achieving the PSC pass mark. Of those disadvantaged Year 2 children who re-sat the PSC this year, 92.6% of disadvantaged pupils now achieved the pass mark.

The inclusion and intervention team have worked closely with staff to address areas for development at an individual level. Book sampling shows an increase in consistency of group work, annotations and provision for disadvantaged pupils.

The school has continued to engage with English and Maths Hubs which have continued to equip staff in these core areas of learning. Hub support has allowed the mastery curriculum to continue to become embedded in Maths. Support from the English Hub has ensured that the school maintains a fidelity to the Little Wandle scheme and staff continue to run daily 'keep up' sessions addressing gaps in phonic knowledge.

There has been a successful systematic approach to the running of interventions throughout the year, through the continued development and embedding of the 'Inclusion and Intervention team'. Senior staff were utilised, as well as teaching assistants, working under their guidance. The impact in these groups has seen an increase in the number of children who have passed the PSC and are working within Age Related Expectations. The majority of disadvantaged children who were a part of these intervention made accelerated progress during the intervention. (Break down of PP progress can be seen on mid-year strategy statement)
EduKey has been used to ensure consistency in measuring the impact of interventions across the EYFS and KS1 setting, to ensure that it is line with the KS2 setting.

Children use knowledge and experiences to improve understanding

94% of Key Stage 1 Pupil Premium pupils were able to take part in additional cultural capital building experiences this year. These were additional to the whole school offer of Year group experiences. They included science workshops, theatre trips, gymnastics workshops and

football festivals. Pupil Premium children have also had first refusal on extra curricular activities including choir and multi skills sports clubs which have run throughout the year.

Pupil premium children have all had the offer of being able to attend whole school experiences including farm trip, Fort Nelson and museums. These have been linked to curriculum areas and acted to enhance the learning, knowledge and understanding of the children's learning.

Children have the emotional stability and communication skills to access next stage of learning

ELSA support from the Junior school has been utilised to address specific needs children with the highest social and emotional difficulties and ensure they are ready for learning. 75% of the children receiving this support are pupil premium and 50% of those children no longer require the support this year.

Our wider agency involvement included engagement with outside agencies to support the significant increase in emotional need. The SENCo, Educational Psychologist, school nurse, Speech and language therapist and Mental Health Support Team have enabled children to address specific needs and provide families with ongoing support.

Parental Engagement & Attendance

The whole school picture of attendance has remained at 95%. This is consistent with the data from 2022/2023. Pupil premium attendance has remained at 94%, again consistent with the data from 2022/2023. There have been several individual cases of notable success in terms of increased attendance of pupil premium children. One child in Year 2 went from 76.7% to 91.7%. This was due to the attendance officer and SLT investing into the relationship with the parent to restore the relationship between home and school. Another pupil premium child with persistent absences has gone from 84% to 90% attendance this year.

Langstone Junior School

Children are achieving in-line with their peers in core learning, particularly writing

Improvements to teaching as a result of support from Assistant Head Teachers has led to improved knowledge of pupil premium groups and their performance. Teachers have benefited from coaching and mentoring to support small groups and individual children. Children have benefited from the work of Assistant Head Teachers in driving the pupil premium focus and agenda for all teachers. Their expertise has been used to provide pupil conferencing and moderation across the school in writing throughout the year - the priority area identified from last year.

Through focused interventions by the Assistant Head Teachers, one class teacher and a TA trained in phonics delivery, focus children were targeted for writing and phonics. As a result, the children are more confident and independent in tackling tasks. Children are increasingly using the knowledge gained in these sessions within the classroom situation. Throughout the year, 35% (49 out of 139) of Pupil Premium children received interventions and on average, they made more than expected progress in the area they were focussing on. When in class, it was noted that children were more engaged in writing, willing to answer questions and explain their thinking. In Year 6, 72% PP (non-SEN PP - 81%) children achieved at ARE compared to 78% of all pupils.

Accelerated Reader continues to be used successfully by all children and teachers are able to use the tools of assessment to inform teaching. This year, Langstone Junior Academy has

consistently been in the top 3 schools ranked for engagement with E-books in Portsmouth. Children engage with MyOn and AR to complete quizzes, supporting their reading comprehension. AR provides personalised reading practice; through its adaptive quizzes and extensive library, it fosters literacy growth, boosts confidence, and enhances comprehension skills. Its data-driven approach enables staff to tailor interventions, track progress, and ensure equitable learning opportunities for all children. The impact of this is that children are able to enjoy books at the appropriate level and therefore make accelerated progress – evidence is available in the schools data and available upon request.

With regards to developments in Maths, an identified area for Pupil Premium children, we have had the Maths leader and representative teachers working alongside the maths hub to develop mastery techniques and the use of the NCETM spines. Training has been given to staff members to develop pedagogy across KS1 and KS2. As a result of this work, teachers are able to ensure planning develops the children's fluency and includes more opportunities for mastery. The impact of this is that Pupil Premium children in Year 4 achieved an average score of 19/25 in the Multiplication Tables Check compared to all which was also 20/25. In Year 6, 64% PP (non-SEN PP - 74%) achieved the expected standard compared to 77% of all children.

Year 3 and 4 were identified as requiring phonic support/intervention. Initially, this was utilising previous phonic assessment data and those identified as the lowest 20% readers. Once identified, initial assessments were completed and the pupils were grouped to receive the appropriate phase 'Little Wandle' intervention. Over the course of the year, 18 pupils have received targeted phonics intervention (Rapid catch up and fluency) with 11 of those pupils being pupil premium. Rapid Catch up provided an average impact of + 24.6% (PP only +24.7%) with Phonics fluency providing an average impact of +6% (PP only +6.7%) accuracy. All pupils that received phonic support, made accelerated progress

(A detailed report of data is available upon request)

Children have the emotional stability and communication skills to access next stage of learning

The Nurture Team, consisting of a Learning Mentor and A Home Family Support Worker, are partially funded by Pupil Premium and ensure that children are emotionally ready to learn – this continues to be a priority this year. They have supported at varying levels with 77 children, 75.3% of these pupils being pupil premium. The support can involve intensive periods of support where a child may become part of their caseload (interventions on self-esteem, anger etc) or temporary short term nurture support.

The nurture team continue to build strong working relationships with all pupils. This was extremely helpful, particularly to those on their caseloads and more so for their 1:1 pupils and their families. The Nurture team have played an active role in creating and reviewing structured IBPs for the high profile SEMH children, helping several families with Family Support Plans or accessing outside agencies/service, which in turn helped to cement those relationships. These actions helped to provide stability in class for the most vulnerable, offering the chance to go to their safe space to self-regulate when they needed to. This allowed

them to reflect, then return to class and engage in their learning. This support has been extended this year through their work with children at the Infant School.

There has been a development of oracy throughout the year with a whole school focus led by the 'oracy champion'. Through the reintroduction of P4C (Philosophy for Children), with all teachers attending training, there has been a greater awareness on oracy and the impact on learning. This has enabled children to express their ideas and opinions more successfully.

Children use knowledge and experiences to improve understanding

Children have had the opportunity to take part in a range of activities, both in school and off site. These include a range of after school sports clubs – 41% of PP children have attended these clubs throughout the year. The PE lead, with support of the sports specialist teaching assistant, has targeted PP children this year to encourage more attendance at sports clubs. Curriculum activities, including trips and visitors into school, have been provided for all children. A residential trip was organised for Year 6 pupils - 42% of PP children attended. In Year 4, 48% of PP children attended the residential.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

The profile of attendance has been raised this year through a variety of ways: the Attendance Officer has attended School Attendance Network (SAN) meetings, allowing collaboration with feeder and secondary schools, building relationships which allows effective communication when looking at sibling groups; we have utilised the PEIA School Attendance Team (SAT) members to support in attendance meetings when discussing persistent absentees; the PEIA SAT supports parent meetings surrounding increasing reduced timetables (RTT) and teachers have attended professional development meetings to help understand the school's current attendance picture. This year, the Attendance Officer has created personalised attendance plans agreed with families with specific barriers. The impact of this is that these children have maintained attendance figures of above 80% with attendance habits still improving.

Attendance this year for PP children is 92.3% which is in line with national data (92.9%). The gap between PP and all has decreased by 2% since the previous year.