

Pupil premium strategy statement – Launton CE Primary School

This statement details our school’s use of pupil premium (and recovery 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	158
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023-September 2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jane Paterson
Pupil premium lead	Mandy Terry
Governor / Trustee lead	Sue Wakelin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,790
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£22,790

Part A: Pupil premium strategy plan

Statement of intent

Pupils at Launton School will flourish. They will make expected or better progress in reading, writing and mathematics, through excellent teaching in every class. All pupils, especially those who are disadvantaged will receive opportunities for targeted interventions that help them to catch up with their peers.

A whole school focus on developing communication and language skills through vocabulary development and promoting a love of reading will benefit all our children, but particularly those who are educationally disadvantaged: the language gap is the disadvantage gap. Becoming successful readers is fundamental to reducing the impact of disadvantage.

It is our aim to improve the attendance of disadvantaged pupils so that they can be in school, experiencing all that school is able to offer, including opportunity to make good progress, develop friendships and social skills, and develop cultural capital. Families will be supported by the Home School Link Worker, Oxfordshire County Council and other agencies if needed.

We will support all pupils, especially those who are disadvantaged, to access a wide range of enrichment activities within the classroom and beyond, including educational visits, and sports activities, to promote health and well-being, active lifestyles and the progressive development of cultural capital, leading to improved educational outcomes and flourishing for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Starting points on entry to nursery and reception are frequently lower for disadvantaged pupils when compared to their peers.
2	Attendance of some disadvantaged pupils is lower than government expectations and missing lessons has an impact on the progress they make.
3	For some disadvantaged pupils, there is a gap between their own attainment levels in reading, writing and mathematics, compared with their peers and this has been exacerbated by the Covid pandemic.
4	Some disadvantaged pupils have a lack of resilience compared with their peers and lack independence and problem solving skills.

5	Some disadvantaged children do not have opportunities for a wide range of experiences before starting school and outside school, so have not developed a wide vocabulary.
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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
The attainment gap between disadvantaged children and their peers will reduce over time.	Disadvantaged pupils will make good or better progress and achieve age-related expectations in reading, writing and mathematics. Impactful adaptations to teaching will be consistently in place for disadvantaged pupils with SEND.
Disadvantaged pupils will experience the widest possible curriculum, enabling them to develop the cultural capital that opens up opportunities for the next stage in their education and life.	Excellent teaching, focusing on vocabulary development is enabling all pupils to access an aspirational curriculum, unimpeded by previous experiences.
Disadvantaged pupils will achieve well in phonics and early reading.	Disadvantaged children will receive high quality phonics lessons. Children who are at risk of falling behind will receive catch up sessions. Children in KS2 who need further support will receive small group tutoring.
Attendance for disadvantaged pupils will be at least as good as for their non-disadvantaged peers.	The gap in attendance between pupils in receipt of pupil premium funding and other pupils will diminish over time, with all pupils achieving the DfE expectations of at least 96% attendance.
Disadvantaged pupils will enjoy the widest range of opportunities on offer.	Disadvantaged pupils will attend educational visits. Pupils in receipt of PP funding will be encouraged to take part in after school clubs, residential visits and activities. Discounts will be applied in line with our charging policy.

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: £ 9,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all teachers and teaching assistants in supporting the development of early language skills	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. EEF Oral language interventions show consistent and sustained benefit. A focus on oral language skills will have benefits for both reading and writing. EEF	1,3,5
Training for teachers and teaching assistants to embed the ELS phonics program for all children in the early stages of reading. ELS program to be embedded impactfully for the whole school.	Progressively develop the expertise of teachers and teaching assistants to provide quality first teaching to all pupils.	1,3
Lead for phonics, reading and mathematics will support training and skill sharing.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. EEF	1,3
The SENDCO and lead for Pupil Premium will support training and skill sharing.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. EEF	1,3

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

Budgeted cost: £ 8,977

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT, PP lead and SENDCO meeting with Y1 teachers to identify groups of pupils who need support to catch up with their non-PP peers.	Early, carefully targeted intervention to help children to catch up with their peers is the most impactful. Teachers are supported to select the most effective approaches.	3
HT and EYFS lead meeting to review the outcomes of the reception baseline assessment to plan what interventions will support pupils to catch up with their non-PP peers	Early intervention to help children to catch up with their peers is the most impactful.	1,5
1:1 meetings for class teachers to discuss with lead for Pupil Premium and SENDCO the progress being made by PP pupils and or pupils with SEND.	Teachers are supported to select the most effective approaches.	1,3
Children to be carefully chosen to receive targeted intervention, group intervention or 1:1 tutoring in phonics, reading or mathematics.	As above	1,3

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

Budgeted cost: £ 3,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Calls and letters home to the parents of pupils whose attendance is below 96% and not improving.	Better attendance results in better attainment at all stages of education. EEF	2
Teachers will communicate frequently with parents and carers, including by telephone, so that children who attend wraparound care are not disadvantaged.	Levels of parental engagement are consistently associated with improved academic outcomes. EEF	3,4
The Home School Link Worker will support pupils and parents.	The HSLW will use a parenting program to support parents with children's home life. Pupils may also be supported in school with understanding their emotions and with	2,4

	independent learning skills.	
A continuing school focus on developing dispositions for learning will support children to be resilient and reflective learners.	EEF notes the significant impact of metacognition in improving outcomes for learners.	4
Educational visits (including for sport) will be planned to enhance the children's understanding of the curriculum and deepen knowledge.	EEF research indicates that participation in sport increases educational attainment, whilst also having important benefits in terms of health, wellbeing and physical development. Developing cultural capital is key to promoting success in the next stages of children's lives: high quality visits provide opportunities for experiences and deepening understanding of the wider world, that may not be available to pupils otherwise. Pupil premium funding will be used to provide for pupils whose families may be unable to make a voluntary contribution.	3,5

Total budgeted cost: £ 22,567

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact
Improve oral language skills for pupils eligible for PP in Year 1 and Reception	All PP pupils passed the phonics check in Year 1.
Children eligible for PP funding will make good or better progress. Disadvantaged children will have 'caught up' following the disruption to their education caused by Covid-19.	Internal tracking data, based on standardised assessments and teacher assessment showed that the majority of PP pupils made accelerated progress in maths and many were at least in line with their peers. In reading, the majority of PP pupils achieved in line with their peers.
Children are supported by: Provision of support for families through Home School Link Worker Positive engagement of parents through targeted support to help parents to understand how to support their children. Support at lunchtime Increased opportunity for sport after school Opportunity to engage with a wide range of cultural activities and visits	Children in receipt of PP funding attended afterschool clubs, educational visits and a residential visit, with discounted attendance in line with our charging policy. As a group, the attendance of children in receipt of PP funding improved, but for some pupils remains below that of their peers.

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
SHINE mathematics and reading	Hodder Rising Stars PUMA and PIRA

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Additional pastoral support is provided for pupils; the school service pupil lead engages with the service pupils' network. Additional support is provided for reading, phonics and mathematics.
The impact of that spending on service pupil premium eligible pupils
Pupils were well settled and happy and made good progress academically from their starting points.

