



Pupil premium strategy statement

Langford Village CP School

2025-2026

We are committed to making Langford an inclusive environment, with the STARS values embedded in all that we do. At our school, we want everyone to feel valued, respected, and supported, and to have a strong sense of belonging within our community.

School overview

Detail	Data
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Tomlin - Headteacher Governing Body
Pupil premium lead	Sarah Tomlin – Headteacher Laura Oliver - SENDCo
Governor / Trustee lead	Katie Epps

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,945
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>	£64,945

Part A: Pupil premium strategy plan

Statement of intent

Objectives:

- To ensure all children are supported to thrive and achieve their full potential.
- To ensure all children feel safe, valued and supported, and are actively engaged and appropriately challenged while enjoying their learning.
- To ensure all children have equitable access to a broad, balanced and enriching range of opportunities across the curriculum.

Principles:

Guided by the Langford values and vision, our strategic approach is founded on inclusion, opportunity, and ambition. We are committed to developing a learning environment where every pupil feels respected, supported and enabled to achieve their best.

- We will ensure that teaching and learning opportunities are inclusive and responsive, meeting the diverse needs of all pupils so that every child can thrive.
- We will ensure that appropriate and effective provision is in place for pupils who may be vulnerable, including those who are disadvantaged, with needs carefully identified, assessed, and addressed.
- We recognise that disadvantage is complex and that not all pupils who are eligible for free school meals experience disadvantage.
- We also recognise that some pupils who are disadvantaged may not be registered or eligible for free school meals; therefore, we reserve the right to allocate pupil premium funding to support any pupil or group of pupils who the school has legitimately identified as disadvantaged.
- Pupil premium funding will be allocated following a thorough needs analysis to identify priority classes, groups, or individuals. Due to limited funding and resources, not all pupils eligible for free school meals will receive targeted pupil premium interventions at the same time.

Strategies Based on Context and Evidence:

In line with the Langford values and vision, decisions regarding the use of Pupil Premium (PP) funding are informed by a clear understanding of our school context and the specific needs of our current cohorts. We carefully consider the challenges faced by our pupils alongside evidence-based research, including guidance from the Education Endowment Foundation, to ensure funding is used effectively and responsibly.

Understanding Barriers to Learning:

We recognise that pupils who experience disadvantage may face a range of barriers to learning. These can include reduced support at home, underdeveloped language and communication skills, lower confidence, increased behavioural or emotional needs, limited access to enrichment and extracurricular opportunities, and difficulties with attendance or punctuality. In some cases, complex family circumstances may also impact a child's ability to flourish. As these challenges vary between individuals, we acknowledge that there is no single approach that meets the needs of all pupils; instead, support is carefully tailored to ensure every child is given the opportunity to succeed.

High-Quality Teaching and Targeted Support:

At Langford, high-quality teaching sits at the heart of our approach to supporting all learners across

the curriculum. Carefully chosen, high-quality resources are used consistently to engage pupils and support strong progress in learning. Where additional support is needed, targeted adult intervention is provided to help pupils close gaps in their learning. This includes pre-teaching and consolidation delivered through one-to-one and small-group sessions, enabling pupils to build confidence, strengthen understanding and make accelerated progress. Through the effective use of Pupil Premium funding, our focus is on ensuring pupils are supported to meet, and where possible exceed, age-related expectations (ARE).

Key additional interventions and support

- Targeted academic interventions led by trained and experienced teaching assistants to address identified gaps in learning.
- Outdoor learning opportunities to support engagement, wellbeing and experiential learning.
- Nurture provision and the use of calm corners in all classrooms to support emotional regulation and readiness to learn.
- ELSA (Emotional Literacy Support Assistant) support to develop pupils' emotional literacy, resilience and self-regulation skills.
- Transition support to ensure smooth and successful transitions, including early years to primary, internal transitions between classes, and primary to secondary school.
- Home School Link Worker support to promote improved attendance, punctuality and positive engagement between home and school.
- Lunchtime clubs and designated calm spaces to support positive social interaction and wellbeing.
- Financial support to enable access to educational visits, residentials and extra-curricular activities, ensuring no pupil is excluded due to cost.
- Funding for specific school resources, uniform and bespoke interventions, allocated on an individual basis to ensure improved access to the curriculum and full participation in school life.
- Support for speech, language and communication needs through targeted programmes and specialist resources, provided by in-school trained Speech and Language Teaching Assistant.
- Wellbeing and mental health support, including access to trusted adults and early intervention where concerns are identified. Access to an in school Senior Mental Health Lead and MHSTs Team offer for the year.
- Parental engagement and support initiatives to strengthen home/school partnerships and support learning beyond the classroom.

This list is not exhaustive and will be reviewed and adapted in response to the changing needs of our pupils. Our overarching aim is to ensure that every child is supported to thrive, achieve and enjoy a positive learning experience.

Challenges

We have identified the following barriers to achievement among our disadvantaged pupils, which inform our targeted strategies and interventions.

Challenge number	Detail of challenge
1	<p><u>Early Vocabulary Gap Between Disadvantaged and Non-Disadvantaged Pupils</u></p> <p>Baseline assessments highlight lower starting points in development and attainment for many pupils on entry to Nursery and Reception, particularly those who are disadvantaged. These gaps are linked to reduced early socialisation and fewer opportunities to engage with professionals, reinforcing the need for early, targeted support.</p>

2	<p><u>Attendance: Closing the Gap</u></p> <p>Attendance data continues to show a clear gap between pupils eligible for Pupil Premium (PP) and their non-PP peers. PP pupils are still more likely to have lower attendance and higher levels of persistent absence (below 90%). These patterns are often influenced by overlapping factors such as English as an Additional Language (EAL) and Special Educational Needs (SEN), which can limit access to learning, enrichment, and social development. Persistent absence is most evident among pupils experiencing both socio-economic disadvantage and additional needs, highlighting that attendance challenges are interconnected and require targeted, joined-up support.</p>
3	<p><u>Barriers to accessing enrichment and cultural capital</u></p> <p>Limited access to enrichment and extra-curricular opportunities remains a challenge for some disadvantaged pupils. Financial and practical barriers, including transport and parental commitments, can reduce participation in trips, residential and clubs, limiting opportunities to build cultural capital, confidence, and key life skills, with a potential impact on wellbeing and progress.</p>
4	<p><u>Special Educational Needs and Disabilities (SEND)</u></p> <p>Many disadvantaged pupils also have identified Special Educational Needs and Disabilities (SEND), most commonly related to communication and language development, as well as social, emotional, and mental health (SEMH) needs. These overlapping barriers can impact pupils' ability to access the curriculum, engage in learning, and regulate their emotions and behaviour effectively. Without targeted and timely support, these needs can contribute to slower progress, reduced confidence and increased vulnerability to attendance and wellbeing challenges. This highlights the importance of early identification, inclusive practice, and coordinated support to ensure disadvantaged pupils with SEND are able to thrive academically, socially, and emotionally.</p>
5	<p><u>Closing the Attainment Gap in Reading, Writing, and Maths</u></p> <p>Disadvantaged pupils continue to achieve below their non-disadvantaged peers across reading, writing, and mathematics. This gap highlights the need for targeted teaching, tailored interventions, and ongoing monitoring to ensure all pupils are supported to reach age-related expectations and make sustained progress.</p>

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
1. All disadvantaged pupils make rapid progress in early language and communication skills, narrowing the vocabulary gap with their non-disadvantaged peers and entering Key Stage 1 with age-appropriate communication, language, and literacy skills.	<ul style="list-style-type: none"> • Pupil Premium (PP) pupils achieve at or above age-related expectations (ARE) across key areas. • Vocabulary assessments indicate accelerated progress for PP pupils, reducing the gap with their peers. • Pupils demonstrate increased use of ambitious and varied vocabulary in spoken language, reading, and writing. • PP pupils show improved comprehension skills and greater confidence in participating in class discussions.
2. Disadvantaged pupils achieve attendance rates in line with their peers, reducing persistent absence and increasing access to learning.	<ul style="list-style-type: none"> • Attendance of Pupil Premium (PP) pupils rises to be closer to that of non-PP pupils. • Persistent absence among PP pupils decreases year on year. • Families report improved engagement with school through targeted attendance initiatives. • The Attendance Officers and Home School Link Worker (HSLW) monitor PP attendance and build positive relationships to support higher attendance. • PP pupils are encouraged to use soft landing initiatives, providing a calm and structured start to the day that supports attendance and readiness to learn.
3. Disadvantaged pupils access a wide range of enrichment opportunities that develop cultural capital, aspiration, and essential life skills.	<ul style="list-style-type: none"> • PP pupils are given priority access to after-school clubs, subsidised or fully funded trips, residentials, and special events, ensuring equitable opportunities with peers. • Engagement in enrichment activities increases significantly, supported by tailored provision maps and resources, including laptops for home learning. • Feedback and staff observations demonstrate that enrichment activities build enjoyment, aspiration, confidence,

	<p>teamwork, resilience, and social development.</p> <ul style="list-style-type: none"> • Assessment data, lesson engagement, book scrutiny, and formative evaluation collectively show clear progress in oral language, literacy skills, and cultural capital for PP pupils.
<p>4. Disadvantaged pupils with SEND are supported effectively to access the curriculum, develop social and emotional skills, and make sustained academic progress, enabling them to thrive both academically and personally.</p>	<ul style="list-style-type: none"> • Early identification of SEND needs is timely, and appropriate provision is in place for all disadvantaged pupils. • Targeted interventions and support plans are delivered consistently and monitored for impact on learning and wellbeing. • Disadvantaged pupils with SEND make measurable progress against individual learning goals and in core subjects. • Improved social, emotional, and mental health outcomes, evidenced through observations, pupil voice, and wellbeing assessments. • Attendance and engagement rates for disadvantaged pupils with SEND improve, reflecting increased access to learning and enrichment opportunities.
<p>5. Disadvantaged pupils achieve at least age-related expectations (ARE) in reading, writing, and mathematics, narrowing the attainment gap with their peers.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils make measurable progress in reading, writing, and maths term-on-term. • Targeted interventions are implemented effectively and show clear impact on learning outcomes. • Assessment and monitoring data demonstrate a narrowing of the attainment gap between disadvantaged and non-disadvantaged pupils. • Pupils demonstrate increased confidence, engagement, and independence in reading, writing, and maths activities.

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: 23,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching across the curriculum (focus targeted group support in Maths, Reading and Writing)	Education Endowment Foundation (EEF) research.	1, 3, 4, 5
Training for curriculum needs and high quality CPD (focus on Maths mastery and interventions, FFT interventions and booster materials linked to FFT)	Education Endowment Foundation (EEF) research.	1, 3, 4, 5
Curriculum resources and teaching materials to support high-quality delivery.	Education Endowment Foundation (EEF) research.	1, 3, 4, 5

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

Budgeted cost: £16,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work with disadvantaged pupils	Targeted work at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, Small group tuition Teaching and Learning Toolkit EEF	1, 3, 4, 5
TA Led interventions in English and Maths – working towards achieving ARE (e.g. FFT Lightning Squad, Dyslexia interventions – Dyslexias Gold, Toe by Toe, Maths five-minute box)		
Pupils eligible for PP receive £10 for books from book fairs (x2)	Education Endowment Foundation (EEF) research.	1, 5

Additional reading interventions for individuals and group readers.	Education Endowment Foundation (EEF) research.	1, 4, 5
Additional support in class to overcome barriers to learning and aid focus	Education Endowment Foundation (EEF) research.	1, 3, 4, 5

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

Budgeted cost: £25,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training and ongoing nurture support	Education Endowment Foundation (EEF) research. Government green paper on importance of mentally healthy schools.	1, 2, 4, 5,
Pupils eligible for PP are entitled to one free extracurricular club per term and are given preferential treatment to ensure a place	Education Endowment Foundation (EEF) research. Extra-curricular and enrichment activities enrich the overall educational experience and provide breadth. They have the potential to build self-esteem and self-confidence.	3
All pupils eligible for PP will attend residential in Year 5 and Year 6, with financial support (25% reduction)		
Appropriate interventions to support emotional literacy and resilience for learning (e.g. Outdoor Learning, ELSA and nurture groups, Lego Therapy, TA support in class where possible) SWiFT course (course for parents on supporting children with ASD, ADHD) run at least twice annually.	Education Endowment Foundation (EEF) research. Government green paper on importance of mentally healthy schools. Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions Teaching and Learning Toolkit EEF</u>	1, 3, 4, 5

<p>Proactive approach to ensuring high attendance and punctuality through careful monitoring and follow up meetings.</p> <p>Leadership presence on gate every morning to engage with children and families.</p> <p>Home School Link Worker (new appointment) working closely with families.</p>	<p>Poor attendance has a negative impact on pupil outcomes.</p> <p>The DfE guidance on <u>working together to improve school attendance</u> has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>Contingency fund for acute issues</p>	<p>Based on our experiences, and those of the BLiP schools, we have identified the importance of setting aside a small contingency fund.</p> <p>This reserve will allow us to respond quickly and effectively to emerging needs that cannot yet be anticipated.</p> <p>This flexibility ensures we can respond quickly to unforeseen challenges and take advantage of opportunities to improve.</p>	1, 2, 3, 4, 5

Total budgeted cost: £64,495

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 to 2025 academic year.

Outcomes for pupils eligible for Pupil Premium (PP) have not yet reached the high standards we strive for at Langford. The attainment gap remains evident, highlighting the need to further refine our approach and ensure strategies are increasingly precise and sharply focused on the specific barriers faced by these pupils. While current provision has successfully promoted inclusion, engagement and wellbeing, analysis of outcomes indicates that greater innovation and more targeted intervention are required to accelerate progress and secure sustained improvement.

It is important to recognise the particularly complex profile of need within our EYFS and KS2 Pupil Premium (PP) cohorts. In Reception, three out of five PP pupils have been identified with both SEN and additional barriers related to disadvantage, with the remaining pupils currently being monitored for SEN. As a result, many pupils are managing early language development alongside additional learning needs, which presents a challenging starting point for academic attainment. Current interventions have supported positive engagement in learning and have

helped pupils begin to establish the foundations needed for future progress.

A similarly complex profile is evident within the Year 6 Pupil Premium (PP) cohort. Of the eight pupils, six have additional needs, including SEN, EAL, SEMH needs, or a combination of these, with some also experiencing significant attendance concerns. This combination of barriers has had a notable impact on attainment outcomes. Pupils have remained engaged in their learning and have continued to benefit from targeted support designed to address their academic, social, and emotional needs.

The varied and complex needs within our school community highlight the importance of a flexible and responsive approach to provision. Evidence from across the school shows that where pupils face fewer or less barriers, current strategies are enabling Pupil Premium pupils to make progress in line with expectations. However, analysis of EYFS and Year 6 outcomes demonstrates that pupils experiencing multiple and significant challenges require more personalised, intensive support. Building on the strong foundations already in place, Langford is committed to continually refining and strengthening its provision so that pupils with the most complex needs are fully supported to succeed academically, develop socially and emotionally.

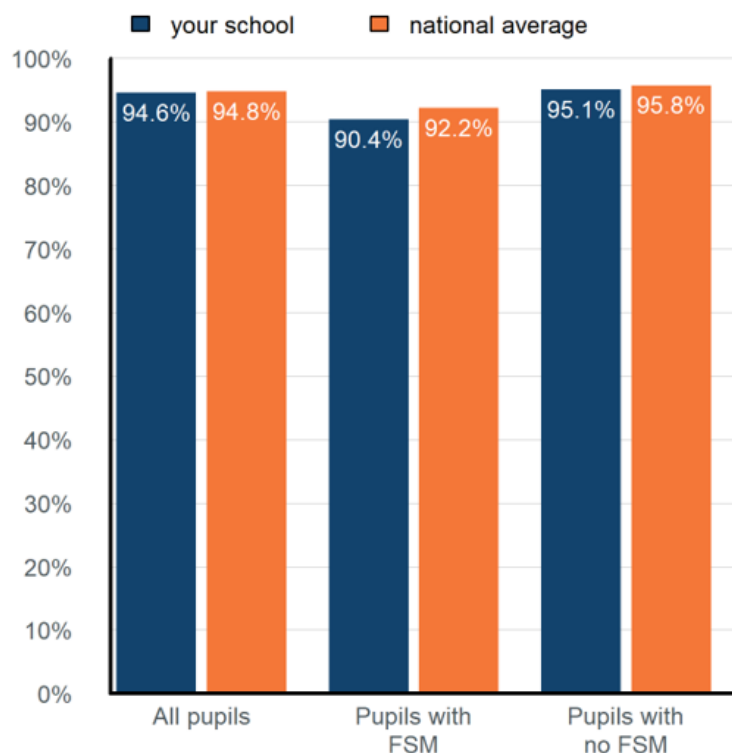
EYFS Good Level of Development (GLD)			
National 2025	Cohort 2025	Disadvantaged (5)	Non-disadvantaged (46)
68%	76%	40%	80%

Phonics results Year 1			
National 2025	Cohort 2025 (57)	Disadvantaged (3)	Non-disadvantaged (54)
80%	84%	100%	83%

KS1 data results 2025 – pupils achieving expected or above				
	National 2025 (estimated)	Cohort 2025 (58)	Disadvantaged (8)	Non-disadvantaged (50)
Reading	75%	72%	51%	76%
Writing	72%	43%	51%	48%
Maths	73%	57%	50%	58%

KS2 SATs results 2025 – pupils achieving expected or above				
	National 2025	Cohort 2025 (54)	Disadvantaged (5)	Non-disadvantaged (49)
Reading	75%	63%	80%	69%
Writing	72%	70%	60%	76%
Maths	74%	52%	80%	57%
RWM Combined	62%	52%	80%	57%

Attendance:



The bar graph highlights a clear attendance gap for pupils eligible for Free School Meals (FSM). Attendance for FSM pupils at Langford is 90.4%, which is noticeably below the national average of 92.2%. This difference indicates that FSM pupils at Langford experience lower attendance than their peers nationally, increasing their risk of missing learning time and enrichment opportunities. The data reinforces the need for targeted, sustained strategies to support attendance for FSM pupils and reduce persistent absence within this group. PP pupils with additional needs such as SEN, EAL or SEMH, highlights the complex overlapping barriers faced by disadvantaged learners. It is hoped that our recent appointment (November 2025) of a dedicated Home-School Link Worker will have significant impact in this area.

Taking all of the evidence into account, outcomes for our disadvantaged pupils show some positive impact, but are not yet consistently meeting the ambitions we have set. In response, we have carefully reviewed our Pupil Premium strategy and refined our approach, including adjustments to how the budget will be allocated this academic year, to sharpen our focus, strengthen impact and better address the needs of our disadvantaged pupils.

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
Jigsaw	Jan Lever Group
Purple Mash	2Simple
FFT Success for All, Phonics	FFT
FFT Lightning Squad	FFT

Timetables Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Nurture groups	Pastoral Support Staff
Play Therapy	Claire Still
Sensory Circuits	Pastoral support by TAs
MHSTs support	Senior Mental Health Lead and OCC MHST Team
SATs Booster Materials	CGP / staff supported groups
Targeted small group boosters Y6	Teacher led after school tuition / CGP and NC materials

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***

At Langford, we are committed to supporting the unique needs of our service pupils (4) to ensure they thrive both academically and emotionally. Last academic year, our Service Pupil Premium funding was carefully allocated to provide tailored pastoral support alongside academic interventions, helping to address the challenges faced by children from service families, including frequent moves, parental deployment, and emotional wellbeing.

Key areas of spending included:

- Pastoral Support: Dedicated time from our Pastoral Lead to offer individual and group sessions focusing on emotional resilience, wellbeing, and transition support for service pupils.
- SEMH Resources: Access to MHST team for social, emotional, and mental health (SEMH) resources to support pupils during periods of parental absence or family change.
- Transition Support: Additional support for pupils moving between schools or phases, including liaison with families and receiving schools to ensure smooth transitions.
- Academic Support: Targeted interventions where needed to close any gaps in learning resulting from time away due to family commitments or relocations.

This holistic approach has ensured our service pupils receive the pastoral care and academic support necessary to feel valued, secure, and able to achieve their full potential in line with Langford's values.

The impact of that spending on service pupil premium eligible pupils

The Service Pupil Premium funding we receive is relatively small, but it has been used to maximum effect to support eligible pupils. As a result:

- Pupils have shown improved emotional resilience and wellbeing through targeted pastoral care and access to SEMH resources.
- Transitions between schools and phases have been smoother, reducing anxiety and minimising disruption to learning.

- Families report feeling supported and more connected to the school community, strengthening the home-school partnership.

Despite the limited funding, strategic allocation has ensured service pupils receive the pastoral and academic support they need to thrive, reflecting Langford's commitment to inclusive, holistic education.

Further information (optional)

Additional information for Langford's Pupil Premium Strategy 2025-2026

At Langford, our approach to supporting disadvantaged pupils goes beyond the allocation of Pupil Premium funding. Our strategy is designed around the school's core values of inclusion, resilience, and aspiration, ensuring all pupils have the opportunity to thrive academically, socially, and emotionally.

Key aspects of our approach include:

- **Strategic Planning and Evaluation:** Our Pupil Premium strategy is reviewed regularly, using both qualitative and quantitative data to evaluate the impact of interventions. This includes assessment outcomes, attendance data, engagement in enrichment, and feedback from pupils and families. We use this evidence to refine provision, ensuring it is targeted and effective.
- **Whole-School Inclusion Approach:** Disadvantaged pupils benefit from inclusive teaching practices across the curriculum. High-quality teaching, differentiated learning, and targeted small-group support are embedded in daily practice rather than relying solely on additional funding.
- **Pastoral and SEMH Support:** We provide universal and targeted pastoral support for all pupils, including those who are disadvantaged. This includes mentoring, social-emotional learning programs, nurture provision, and access to Calm Corners in all classrooms, helping pupils regulate emotions and engage fully in learning.
- **Enrichment and Cultural Capital Opportunities:** Langford ensures that disadvantaged pupils have access to a wide range of enrichment activities, including trips, clubs, and creative projects. Where funding is not required, we use school resources and staff expertise to ensure all pupils can participate.
- **Transition Support:** We provide targeted support for key transitions, such as moving into Reception, Year 6, or secondary school, helping disadvantaged pupils adapt and thrive in new settings.
- **Parental Engagement:** Our Home School Link Worker (HSLW) and pastoral team work closely with families to remove barriers to learning, promote attendance, and support home learning routines.

Through these school-wide strategies, Langford ensures that all disadvantaged pupils are supported in a holistic way, combining academic and with a specific focus on social, and emotional support, it enables us to maximise outcomes and promote long-term success.