

# Pupil premium strategy statement – Draft (TBC by Govn. Autumn term)

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Langdon Park School
Number of pupils in school	1061
Proportion (%) of pupil premium eligible pupils	620
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	N. Langham
Pupil premium lead	N. Langham
Governor / Trustee lead	P. Bargery

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£568, 380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£568, 380

# Part A: Pupil premium strategy plan

## Statement of intent

The LPS Way - 4 BEs

<div style="background-color: #003366; color: white; padding: 5px;"><b>Be Professional</b> <small>To be proud of myself and my school and strive to be my best self at all time.</small></div>  <div style="background-color: #003366; color: white; padding: 5px;"><b>Be A Learner</b> <small>To commit to always trying your best, being resilient and working hard.</small></div>  <b>PROFESSIONAL</b>	<p><i>“Every student will graduate with the best qualifications, purpose, self-confidence, self-belief and a readiness to play a positive role within their local and the global community”</i></p> <b>INCLUSIVE</b>	<div style="background-color: #003366; color: white; padding: 5px;"><b>Be Inclusive</b> <small>To value and be respectful to everyone in the school community</small></div>  <div style="background-color: #003366; color: white; padding: 5px;"><b>Be Knowledgeable</b> <small>I will take opportunities to try new things, participate and work without supervision.</small></div>  <b>KNOWLEDGEABLE</b>	<b>A LEARNER</b>
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Our school vision outlines clearly our desire for every student in the school. However, we recognise the additional social barriers that are faced for those students ‘disadvantaged’ by circumstances.

So, whilst our ambition and determination is equal to all our approach needs to be personalised and specific to reduce those barriers and by applying both our ethos and evidence based strategies we want to achieve and make a reality our school vision.

Our focus on best practice in the classroom and every lesson through a coherent CPD strategy, a focus on reading and provision, monitoring and evaluating participation in our Student Development Curriculum is our plan. Outside the taught curriculum a sophisticated layer or wrap around care exists to support the most vulnerable and allow those who need it access to mentoring, counselling, therapy and IAG.

Outcomes in recent years continue to improve, the gap between PP and non-PP has closed (see figures part B), attendance has improved, exclusions have fallen and the popularity of the school has increased. This indicates our approach is working.

However, we are continually striving for improvement and excellence and where there remains gaps and vulnerability we need to address this which will result in more pupil premium students securing passport qualifications, the EBACC and places at the best universities and apprenticeships. As the research now shows the last years of pandemic have widened the gap once more shown in reports of KS2 data but that will not become our excuse rather our motivation.

% of our students are eligible for pupil premium funding. With such a high number a whole cohort approach with specific provision forms our strategy. We believe that supporting students’ well-being, creating aspirations and wrap-around pastoral care must work in tandem with quality classroom teaching. Some students do not qualify for pupil premium funding but our knowledge of every student means those that need it will benefit from the support in place. In-line with evidence based research high-quality and best practice is at the centre of our approach and in doing so build upon our revised CPD programme which will embed our LPS lesson expectations and for 2024-25 focus (whole-school). We have introduced more curriculum time for planning the curriculum, assessment and feedback. We have appointed an additional member of staff to the SLT for this year to lead on reading recovery. Additional curriculum time will also focus on RAP meetings for all years to look at early intervention and catch up. We also recognise that some of our WBRI students who are PP are achieving less well than their peers in school.

We will look to move resource to support students with tutoring where needed following the end to the NTP. This will include additional staffing in English and maths. We have a coherent plan to support students to achieve the best outcomes in 2024 which we anticipate will be the best the school has achieved.

Our approach will be of responsive teaching and leadership summarised (D.T.T):

- Diagnosis – identification of students and barriers
- Therapy – actions to address the above
- Testing – checking on progress

Our CPD and QET (monitoring standards and practice) will ensure disadvantaged students are challenged and that teachers and support staff are taking responsibility for outcomes and raise expectations.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupil attainment and progress is lower than non-pupils premium. We need to improve the overall attainment and in doing so secure passport qualifications. We want to increase EBacc entry over the next 3 years and attainment at grade 9-5.
2	Reading age data pupil premium pupils is lower than chronological age. Reading is not commonplace and consequently a barrier to accessing the curriculum and personal resilience and confidence.
3	Ensuring at the KS3 end point students are ready for KS4 and are undertaking suitable qualifications that are challenging and will secure opportunity and pathways at the end of KS4.
4	An increased identification of social and emotional issues for many students in particular anxiety, low-mood, depression and not developing positive friendships.
5	Ensuring that attendance is meeting the school target of 96% and shifting those between 90-95%.
6	Many of our students and specifically our pupil premium do not access cultural experiences or participate regularly in extra-curricular activities and some require places to study outside of school. In turn this impacts upon subject knowledge, resilience, confidence and character.

## 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
Improved attainments among disadvantaged students across the school specifically at KS4 and core and EBacc subjects.	By 2026 over 70% of disadvantaged students will enter the EBacc In 2024 will be 53% entry and the whole school target is for 70% 9-4 plus for ALL across all GCSE subjects By 2024/25 outcomes disadvantaged students will attain in-line with their peers and overall attainment of the school will improve.
Ensuring students are ready for KS4	At the end of KS3 students will sit standardised assessments across core subjects and internal assessments in EBacc subjects.  Following these assessments follow up-intervention work will take place and ensure students are given the best possible chance to attain above national at GCSE.  All students will have access across KS3 to IAG and so make informed choices regarding GCSE option choices and create a pathway plan to KS5 and university.
Improved reading comprehension and access to reading	We have invested significantly in the Lexonik leap program including TAs trained. We have also appointed a highly qualified librarian starting this academic year. One English teacher has allocated time to work with students on reading recovery plan and another group on fluency. We are introducing – following research – Bedrock reading tests and the Bedrock vocabulary program for yr 7.
Greater engagement in learning	Through monitoring of Sims reward points and sanction and attitude to learning (ATL) identify students in each group to reduce negative points and increase and reward engagement and learning.  By tracking lens groups through Heads of Year and support from SSOs will see a positive trend and reduce at risk of exclusion.
Achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Quantitative Through student voice surveys, monitoring of wellbeing classroom, the box, exclusion data and bullying will note positive trends. Specific case studies to provide qualitative data on personalised support plans e.g. counselling or Safe East.
To achieve and sustained attendance for all students, particularly for those who are disadvantaged.	School reporting attendance in line with new DfE guidance. Specific focus through HOY team on PAs to reduce any gaps. Attendance and Welfare Officer providing termly reports on All v PP v non-PP for DTT. Whole-school target is 96% but will look at comparative national data too for All v PP v non-PP
Improved character and personal development through exposure to a wide	The comprehensive Student Development Curriculum (SDC) will offer a wide range of activities for all students with clear expectations on participation.  Part of the SDC will be the RSHE programme and Careers Guidance to help students make informed and safe decisions.

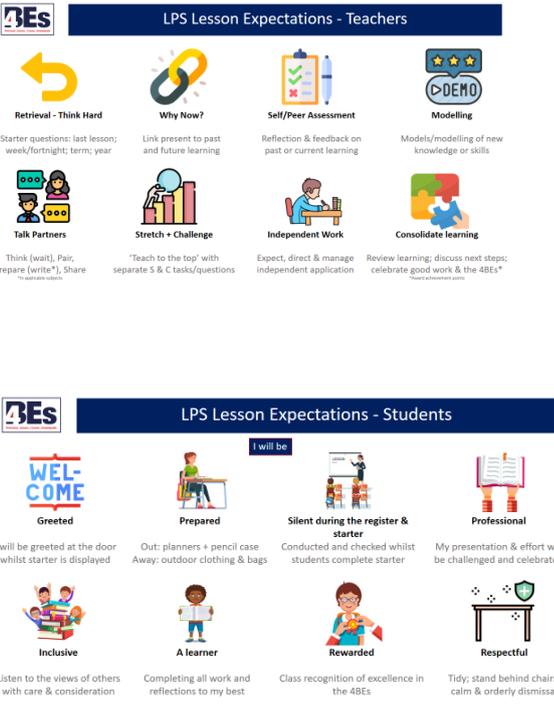
range of enrichment activities	<p>The SDC will offer exposure to aspirational experiences, residential, trips and visits e.g. maths residential, D of E, local visits, university days, lectures and careers fairs.</p> <p>Participation and attendance will be tracked through Sims to ensure disadvantaged students are participating and benefitting.</p>
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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)

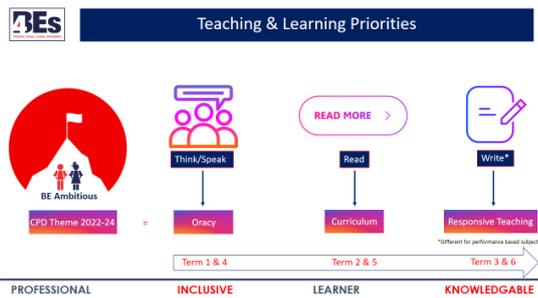
Budgeted cost: £ 72,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase reading assessments and diagnostic new maths curriculum at GCSE (Edexcel) which has included new books at resources.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	<p>1,2,3</p>
<p>Staff CPD on the LPS lesson expectations.</p> <p>Reading within the curriculum programm supported by external consultant and the LPS lesson expectations.</p> <p>Continued training for TAs to support and work with students with low reading ages. Reading recovery programme.</p>	 <p>The image contains two posters from the '4Es' initiative. The top poster, 'LPS Lesson Expectations - Teachers', lists eight strategies: Retrieval - Think Hard, Why Now?, Self/Peer Assessment, Modelling, Talk Partners, Stretch + Challenge, Independent Work, and Consolidate learning. The bottom poster, 'LPS Lesson Expectations - Students', lists eight expectations: Greeted, Prepared, Silent during the register &amp; starter, Professional, Inclusive, A learner, Rewarded, and Respectful. Each strategy/expectation includes a brief description of the practice.</p>	<p>1, 2,3,4,6</p>

Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  
word-gap.pdf (oup.com.cn)

Language acquisition

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>



Staff planning time to enhance curriculum delivery, support wellbeing and respond to staff needs. Additional curriculum planning time introduced.

80% loading for main scale teachers set across the school  
Working party reviews the Well Being Charter. Additional curriculum time and review of meeting cycle allows more time for teacher planning and assessment all within the 1265. We continue to remove unnecessary tasks and more efficient systems allows teachers to focus on the planning and delivery of the curriculum. Exploring also the use of AI to streamline workload.

DfE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf)

<https://www.gov.uk/guidance/education-staff-wellbeing-charter>

1,2,3

<p>CPD for Extended Leadership Team (HODs and HOYs) includes effective line management and coaching conversations. New middle leaders and SLT have access to an external coach.</p>	<p>The development of effective leadership at all levels using common approaches, practices and expectations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://mylesdowney.com/">https://mylesdowney.com/</a></p> <p><a href="https://adam-robbins.com/middle-leadership-mastery/">https://adam-robbins.com/middle-leadership-mastery/</a></p> <p><a href="https://www.empoweringleadership.co.uk/">https://www.empoweringleadership.co.uk/</a></p>	<p>1,2,3,6</p>
<p>Quality of Education Over Time (QET) monitoring standards and curriculum implementation and assessment to support SEF process, CPD and appraisal</p>	<p><a href="https://scholar.google.co.uk/scholar?q=dylan+wiliam+embedded+formative+assessment&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar">https://scholar.google.co.uk/scholar?q=dylan+wiliam+embedded+formative+assessment&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar</a></p> <p><a href="https://www.amazon.co.uk/Leading-Strategically-Focused-School-Sustainability/dp/1849208093">https://www.amazon.co.uk/Leading-Strategically-Focused-School-Sustainability/dp/1849208093</a></p>	<p>1,3</p>
<p>Whole staff CPD on safeguarding and additional training for pastoral staff.</p> <p>Training delivered by EWASS consultancy Statutory changes to KCSIE Advanced KCSIE Child Criminal Exploitation Child Missing in Education Female Genital Mutilation Internet Safety</p> <p>Training delivered by borough Prevent</p> <p>Introduced CPD on Belonging Matters</p>	<p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p><a href="#">Belonging Matters</a></p>	<p>1,4,5,6</p>
<p>External coach to support the DSL and DDSL in delivering training but support on audit and implementing up-to-date guidance.</p>	<p>CPD <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>KCSIE <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a> Coaching</p>	

	<a href="https://mylesdowney.com/">https://mylesdowney.com/</a>	
Continued training for TAs to support and work with students with low reading ages. Use the Accelerated Reader Programme and Ruth Miskin- Read Write Inc, Language. SEND Code of practice and SEND policy; Behaviour Management, Safeguarding, Speech and Language (ELKLAN), Zones of Regulation, Graduated Approach-Identification of Needs, Literacy Training, Sign Along, Numeracy Training, First Aid and Epilepsy, Mental Well-being, Differentiation, Evac Training,	Specific designed CPD for TAs to enhance provision and best practice across the school  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1,2,4,6
ECT programme and new staff. Now lead by two AHTs with responsibility for. For new leaders to the school coaching is available.	<a href="https://www.gov.uk/guidance/guidance-for-mentors-how-to-support-ecf-based-training">https://www.gov.uk/guidance/guidance-for-mentors-how-to-support-ecf-based-training</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  <a href="https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf">https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf</a>	1

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

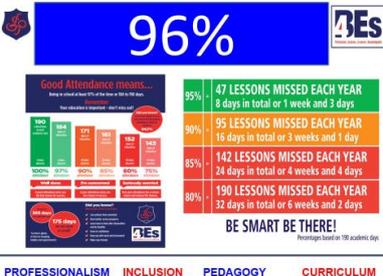
Budgeted cost: £ 158,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English academic mentors to support small group catch up on numeracy and reading.</p>	<p>Small group tuition in maths and reading recovery programme</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://www.renlearn.co.uk/accelerated-reader/">https://www.renlearn.co.uk/accelerated-reader/</a></p>	<p>1,3,4</p>
<p>A team of ELKLAN trained TAs to support interventions; Speech &amp; Language Therapist in school, Phoenix Outreach teacher; Educational Psychologist, Language and Communication TH Support for Learning Services.</p>	<p>On average, oral language approaches have high impact on student outcomes up to 6 month additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1,2,3,4,5</p>
<p>Year 11 and 13 RAP team to lead the preparation for public exams and coordinate assessment and revision. Purchase of subscription to SENECA, PIXL and MyMaths. Teachers can place bods for additional revision materials and online subscriptions where needed.</p>	<p>The importance of Formative Assessment</p> <p><a href="https://scholar.google.co.uk/scholar?q=dylan+wiliam+embedded+formative+assessment&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholart">https://scholar.google.co.uk/scholar?q=dylan+wiliam+embedded+formative+assessment&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholart</a></p> <p>Supporting students' wellbeing and anxiety through good preparation for PPEs and Public Exams.</p> <p><a href="https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/">https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/</a></p>	<p>1,3,4</p>

<p>Provision of home learning access and ensuring access</p>	<p>Ensuring students can continually access resources for learning at home and previous learning on Google Classroom and using other tools such as MyMaths and SENECA to support revision.</p> <p><a href="#">Using Digital Technology to Improve learning Evidence Review.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	<p>1,2,3,4,5,6</p>
<p>Newly appointed AAHT with responsibility for developing careers education cross the school.</p>	<p>By developing a comprehensive approach to careers across the school and within the curriculum will broaden horizons and support decisions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p>	<p>1,4,5,6</p>
<p>Designated member of staff working in school to deliver careers advice internal and IAG</p>	<p>Careers guidance that complements the careers education programme can support students to make informed decisions about their futures.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p>	<p>1,4,5,6</p>

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

Budgeted cost: £330, 187

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling provision for individual students and families. Staff do have access to a counsellor should they wish.</p>	<p>Our provision has extended since lockdown and ensuring this continues given the increased levels of mental health and wellbeing concerns amongst young people.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</a></p>	<p>1,3,4,5,6</p>
<p>Attendance and Welfare Officer and updating systems of monitoring and reporting</p>	<p>The correlation of research between safeguarding, academic progress, attainment and wellbeing is clear.</p>  <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a></p>	<p>1, 4,5,6</p>

Designated Student Support Officers to each year group offer individual, group and family support work. The SSOs work with Heads of Year and the Pastoral team to lead on the Anti-Bullying Charter.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents>

1,4,5,6



<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>



After school and lunchtime provision provide parents with more flexibility and encourage students to participate in activities after school which supports safeguarding. Study rooms open for Year 11 and 13 before and after school.

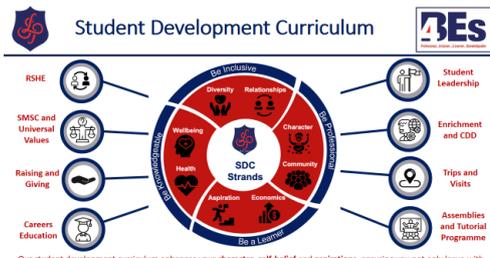
<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast>

4,5

The Student Development Curriculum is a wide range of activities to the development of the whole person.

SDC will include:

- Jack Petchey Speak Out Challenge
- Duke of Edinburgh Equipment
- Debate Mate
- Sports Leadership Qualifications



Our student development curriculum enhances your character, self-belief and aspirations, ensuring you not only leave with excellent academic qualifications, but an understanding of yourselves and the world around you.

<https://educationendowmentfoundation.org.uk/qui-dance-for-teachers/life-skills-enrichment>

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12 and 13
Monday	Student Bulletin	Student Bulletin	Student Bulletin	Student Bulletin	Assembly	Student Bulletin
Tuesday	RSHE	RSHE	RSHE	Assembly	Student Bulletin	RSHE
Wednesday	Big Read	Big Read	Assembly	RSHE	RSHE	Study Skills
Thursday	RSHE	Assembly	Big Read	Big Read	Big Read	RSHE
Friday	Assembly	RSHE	RSHE	RSHE	RSHE	Assembly

1,4,5,6

**Total budgeted cost: £ 568, 380**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<b>2024 outcomes for GCSE (67% of Yr 11 cohort are 'disadvantaged')</b>			
	ALL (%)	Non-PP (%)	PP (%)
E/M 9-4	57	60	56
E/M 9-5	37	36	37
EBACC (9-4)	52/71(entered)	13/20 (entered)	39/51 (entered)
2 good science 9-4	63	68	61
P8	-0.38	-0.25	-0.43
A8	44.13	44.64	43.93

<b>2023-24 - attendance</b>				
	National (all)	ALL (year-end)	PP-non	PP
2022	85.9 (Jan 2022)	94.8	95.1	94.3
2023	91.3	94	95	93.7
2024	92.8 And 89.9 for PP	94	95	93.1

## 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
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Bronze Award	Duke of Edinburgh Award Scheme
Wellness Training	<a href="https://www.empoweringleadership.co.uk/">https://www.empoweringleadership.co.uk/</a>
Urban Synergy	

