Pupil premium strategy statement – Langley School

This statement details our school's use of pupil 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	98
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2023/2024 – 2025/2026
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Toni McCarroll
Pupil premium lead	Stephanie Parkes
Governor / Trustee lead	Barry Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,520
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*	£72,520

Part A: Pupil premium strategy plan

Statement of intent

For all pupils at Langley School, an individual learning approach is at the heart of everything we do. We aim to ensure that clear plans and impactful interventions are in place, closely planned with our specialist support team. These include speech, language and communication therapy, occupational health therapy and social, emotional and behavioural support therapy. Our intention is to develop an exciting and engaging curriculum capitalising upon our interdisciplinary team approach enabling us to provide targeted support and intervention. We focus on continual professional development so that all of our staff are well-trained and highly skilled to be able to enrich our children's learning experiences.

Challenges

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

Challenge number	Detail of challenge
1	All pupils have SEND and EHCP and their attainment and progress is well below average in all subjects
2	Change of cohort from moderate learning difficulties to complex ASC
3	Communication, Speech and Language Needs
4	Sensory Needs
5	Behaviour Needs
6	Low self-esteem and confidence
7	Complex Special Educational Needs
8	Parenting needs/ Challenging behaviour at home
9	Attendance

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 speech, language and communication skills	Pupils with identified SALT needs will have improved outcomes and key communication strategies identified and are used consistently.
Improved social, emotional and mental health	Children engaged with one another, able to play alongside each other and turn take/share, leading to gains in learning
Improved behaviour and social skills	All pupils will have a supportive relationship with at least one member of staff; learning behaviours are regularly taught and reinforced; reduction in challenging behaviours; specific strategies understood by key staff and consistently applied for identified children
Improved behaviour at home and enhanced parenting skills	Greater parental engagement with targeted families; positive communication; better outcomes for children and families; reduction in negative behaviours.
Provision of Occupational Therapy Support to deliver bespoke support, meeting the needs with sensory processing difficulties.	Pupils with sensory processing difficulties have bespoke programmes pertaining to specific strategies which are shared with parents and carers.
To enhance cultural capital opportunities.	To increase the access to offsite visits preparing children for life outside of school.

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: £ *35,485*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interdisciplinary team consisting of SaLT, OT, and behaviour support	"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. On average, children who are involved in communication and	1, 2, 3, 4, 5, 6, 7

	language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds." EEF Communication and language approaches | EEF (educationendowmentfoundation.org.uk) "The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of three additional months' progress. However, this is based on very limited evidence in the early years, with a small number of studies having assessed the educational impact (e.g. on early literacy or numeracy) of approaches that sought to improve self-regulation." EEF Self-regulation strategies | EEF (educationendowmentfoundation.org.uk) "Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. 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." (EEF) Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	
Curriculum Development	School improvement focus has enabled to develop three pathways to reflect the change in cohorts of our pupils. Implementation in education | EEF (educationendowmentfoundation.org.uk)	1, 2
In house intervention delivery	Research on TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of	1, 2, 3, 4, 5, 6, 7, 8

	approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes EEF: Deployment of Teaching Assistants	

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

Budgeted cost: £ *35,485*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapy To provide a day a week of Occupational Therapy to support those pupils with additional sensory needs (7 hours per week)	"If you're working with a pupil who has difficulties with their emotions and behaviour, there may be an issue with their sensory processing. Sensory needs aren't exclusive to children with autism - and they actually impact on a wide range of children in our schools." "If a child is having difficulties processing the sensory information from the world around them their behaviour may be affected in many ways. They are less likely to be able to achieve their full academic potential, find social interactions difficult" https://www.theotpractice.co.uk/how-we-help/conditions/sensory-processing-disorder	1, 2, 4, 5
Speech & Language Therapy x 2 therapists To provide two days a week of Speech and Language Therapy to support those pupils with additional speech and language needs. (14 hours per week)	A significant proportion of students in our school have specific Speech and Language Therapy (SALT) or communication needs, as identified in their Education, Health, and Care Plans (EHCP). This need continues to grow, highlighting the importance of targeted interventions. The research conducted by the Education Endowment Foundation (EEF) has demonstrated that SALT interventions can significantly enhance children's learning outcomes across various subjects in the curriculum. Moreover, the impact of these interventions is particularly notable among students from disadvantaged backgrounds. Communication and language approaches | EEF (educationendowmentfoundation.org.uk)v	1, 2, 3, 5, 6

	Speech and Language support plays a crucial role in a child's development, extending beyond just communication skills. It has a profound impact on various aspects of their life, including social interactions, emotional well-being, mental health, and long-term outcomes. The importance of spoken language and the impact of poor language skills (speechandlanguage.org.uk) the-important-role-of-spoken-language-key-facts.pdf (speechandlanguage.org.uk) Regrettably, children who experience primary language difficulties are more susceptible to developing behavioural, emotional, and social challenges. These difficulties can escalate the risk of their exclusion from school and, in severe cases, even contribute to their involvement in the criminal justice system. This issue is supported by research and reports from reputable sources. rcslt-social-disadvantage-factsheet.pdf Therefore, it is vital that we do our best to improve children's communication skills.	
Small Group Interventions To provide targeted interventions across the school setting	Through use of our school data and class teacher referrals, those pupils who aren't making expected progress will be identified for support by the Extended Leadership Team. "Some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals" EEF Selecting Interventions Evidence Insights	1, 2, 3, 4, 5, 6, 7,8
Effective deployment of teaching assistants	Research on TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes EEF: Deployment of Teaching Assistants	1, 2, 3,4 ,5 ,6 ,7 ,8

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

Budgeted cost: £ *1550*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement Parent engagement workshops	Engaged parents enable consistent learning pupils at home and in school. Parental engagement | EEF (educationendowmentfoundation.org.uk)	7, 8
Attendance To provide support for families and children regarding attendance (Ceesaws)	A triangulated approach which supports policy implementation. This shows a decline of persistent absentees. How schools are managing attendance effectively - Teaching (blog.gov.uk)	1, 6, 7, 8
Positive Behaviour Support To identify pupils who require and provide positive behaviour support plans for identified pupils	Identifying pupils who require support and providing positive behaviour support plans can enhance pupil engagement and reduce disruptive behaviour. Evidence: EEF guidance on behaviour interventions.	5, 6
Mental Health and Wellbeing Support To provide access to mental health resources and support services for pupils and families. This can help address emotional and behavioural challenges that may impact learning.	Access to mental health resources and support services for pupils and families can help address emotional and behavioural challenges that may impact learning. Evidence: EEF Improving Social and Emotional Learning in Primary Schools	6, 7
Staff CPD Provide ongoing professional development for staff to enhance their understanding and deliver effective teaching strategies, ensuring they are equipped to meet the diverse needs of the pupils	Ongoing professional development for staff enhances their understanding and equips them with effective teaching strategies to meet the diverse needs of pupils. EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND	1, 3, 4, 5

Total budgeted cost: £ *72,520*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Staff deployment and staff ratios – pupils receive relevant staff ratios that enable specialist and bespoke teaching and learning. This has enabled our pupils to access and engage with daily learning opportunities. We have had a sharp focus on increased adult ratios to provide a unique child-learning approach.

Additional school-based therapy team – This has enabled our pupils to have greater access to specialist support, impacting positively upon behaviour, SALT, and sensory processing. Our staff have also been upskilled as a result of receiving bespoke CPD from specialists.

Academically, our Pupil Premium children make equivalent or better progress than our non-pupil premium children.

Name/ Type of intervention	Number of children that accessed	Impact/ Outcomes
Intervention Team	135	The Intervention Team has successfully delivered a diverse range of small group and individual sessions targeting specific areas of need. Interventions for the 2024-2025 academic year included: • Balanceability • Social, Emotional, and Mental Health (SEMH) • Physiotherapy • Commando Joe • Rock Climbing The tailored approach has fostered progress in targeted skills and overall well-being.
SaLT	135 children	The Speech and Language Therapy team oversees the speech and language needs of all pupils. Of these, 66 children receive specialist support, 51 children access targeted support, and 18 children benefit from universal support. This structured approach has ensured that pupils receive the appropriate level of intervention based on their individual needs, leading to improved communication skills across the board.
OT	135 children	The Occupational Therapist maintains a comprehensive overview of the sensory needs of all pupils. Whole-class sensory circuits have been developed and implemented, benefiting all classes. Individual referrals are assessed throughout the school year on a case-by-case basis to ensure that

		the provisions outlined in each pupil's EHCP are met effectively.
Behaviour Support	135 children	The Behaviour Support Lead has worked with staff and children, providing targeted support through individual referrals as needed. This approach has enabled the school to manage and support behaviour effectively, ensuring that the provisions in the EHCPs are met and promoting a positive learning environment.

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
N/A	

Further information (optional)

To enhance the quality of teaching and learning in our school, we employ a range of strategies and external professionals to provide targeted support to our students. Our approach is personalised, considering the individual needs and barriers that our students face. We believe in providing high-quality teaching for all our pupils, including those who are eligible for the Pupil Premium. Here are some key elements of our approach:

Professional Development: We prioritise ongoing professional development for our teachers to ensure they are equipped with the latest evidence-based approaches. This includes training provided by validated programs such as staff completing a range of NPQs. By continuously improving their skills, our teachers can deliver a high-quality education to all students.

Technology and Resources: We utilise technology and other resources to enhance the quality of teaching and learning. This includes children having access to iPads along with our teachers. Support staff have a shared class iPad within the classroom in which they can access throughout the day. By leveraging technology, we can provide targeted interventions and tailor instruction to meet individual student needs. Staff are able to capture learning and use this to feedback through apps such as Class Dojo and Evidence for Learning. Parents have positively commented on seeing the pupils progress through the Class dojo app.

Targeted Academic Support: We offer targeted academic support through one-to-one, or small group sessions. The interventions and resources address language development, literacy, numeracy, as well as occupational, speech and language and physio program to support the specific needs of disadvantaged students with SEND through our whole class, small group and individual interventions.

Wider Strategies: We recognise the importance of addressing students' social, emotional, and behavioural needs to create a positive school culture. We support attendance initiatives, provide extra-curricular lunchtime activities such as sports and arts and provide meal provisions through timetabled breakfast/ snack. These initiatives contribute to a well-rounded education and foster student engagement.