

Pupil premium strategy statement – Langley 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	103
Proportion (%) of pupil premium eligible pupils	45.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 – 2025-26 The amount of PP varies each year hence why it is difficult to plan for 3 years.
Date this statement was published	July 2022 Reviewed July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Toni McCarroll
Pupil premium lead	Stephanie Parkes
Governor / Trustee lead	Andrew Collyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,630
Recovery premium funding allocation this academic year	£29,870
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>	£82,500

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

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 behaviour 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 aim for all of our staff to be 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	All pupils have communication delay and many have interaction difficulties
3	Change of cohort from moderate learning difficulties to complex ASC

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 need 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.
Further develop pupil's independence in learning	Pupils are able and motivated to learn independently through the use of appropriate technology and apps. This will also aid feedback and further learning and supplement the way teachers and TAs model.
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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interdisciplinary team consisting of SaLT, OT, and behaviour support	Bespoke programmes created for children in class impacting on their readiness for learning.	1, 2, 3

	Therapeutic approach is proving to reduce the number of interventions required to deescalate.	
Curriculum Development	School improvement focus has enabled to develop two pathways to reflect the change in cohorts of our pupils.	1, 2, 3
In house intervention team	A number of in-house interventions supporting social skills, sensory regulation, social, emotional and mental health needs of pupils including Lego Therapy, Commando Joe's and specific SaLT and OT programmes.	1, 2, 3

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapy - 7 hours per week	A high proportion of pupils with sensory processing difficulties are being engaged with antecedents being identified quicker, resulting in self-regulation.	1, 2, 3
Speech & Language Therapy x 2 therapists - 14 hours per week	Complex communication needs are analysed in order to provide the most appropriate communication methods.	1, 2, 3
Behaviour Specialist - 7 hours per week	Bespoke advice supporting individual challenging needs of children through in the moment CPD for staff.	1, 2, 3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent engagement workshops	Engaged parents enable consistent learning pupils at home and in school.	1, 2, 3
Staff trained in mental health	Staff are better skilled at spotting the signs and symptoms of mental ill health for both children and adults within school.	1, 2, 3

Ceesaws	A triangulated approach which supports policy implementation. This shows a decline of persistent absentees.	1, 2, 3
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Total budgeted cost: £82500

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.

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
N/A	

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**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

N/A
