



Langshott Primary School

**Pupil Premium Policy**

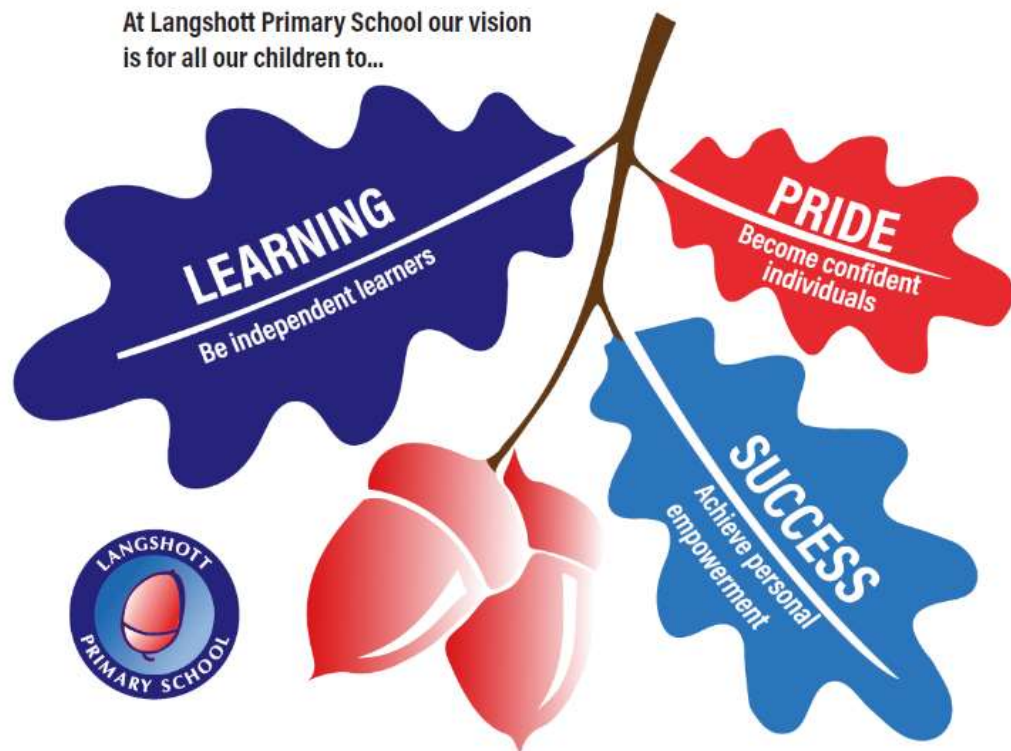
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<b>Date of policy revision</b>	<b>September 2025</b>
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## INTRODUCTION

Our visions and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

At Langshott Primary School we believe in **Learning, Pride** and **Success**:



**Learning** - Every Langshott community member learns:

- About life and their aspirations for it
- To be a learner, developing the skills, understanding and knowledge they need to move successfully through their lifelong learning journey
- About building positive relationships and developing resilience strategies
- About their community and the environment around them, their rights and responsibilities within it as a responsible citizen
- Who they are as a person and what they uniquely have to offer

**Pride** - Every Langshott community member will be proud:

- Of what they have and can achieve
- To be a member of the school community, wanting to contribute to its wellbeing and future and take on responsibilities
- To develop the self-confidence to try out new things, discovering and developing their interests, talents and passions and the Langshott community will be proud of them

**Success** - Every Langshott community member will be given the opportunity to be successful:

- In their learning

- In their personal development
- In developing their own expertise and interests to the benefit of themselves and others
- In finding their unique place in the Langshott and wider community

### **AIMS**

At Langshott Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from, but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure and we are determined to ensure that our children are given every chance to realise their full potential. Although Pupil Premium funding represents a small proportion of our budget, this policy outlines how we will ensure it is spent to maximum effect.

### **BACKGROUND**

The Pupil Premium Grant is a Government initiative that targets extra money at pupils from deprived backgrounds, as research shows they underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. The Government have used pupils entitled to Free School Meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals. At Langshott Primary School, we will be using the indicator of those eligible for Free School Meals as our target children to ‘narrow the gap’ regarding attainment.

### **CONTEXT**

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for children eligible for FSM can be less support at home, weak language and communication skills, lack of confidence, minimal cultural capital, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no ‘one size fits all’.

### **KEY PRINCIPLES**

We will ensure that teaching and learning opportunities meet the needs of all of the pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free school Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending:

#### Growth Mindset – Creating an “I can...” Culture

- Staff have high expectations of all pupils
- All staff set challenging, high level and exciting activities
- We give pupils choice in relation to their learning in some subjects
- Staff believe in every pupil and there are no excuses for underperformance
- We believe in ‘Learning to Learn’. Langshott Primary School have adapted Guy Claxton's Building Learning Power. Staff work hard to develop children's **resilience, reflectiveness, resourcefulness and reciprocity** skills

#### Use of Data

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.
- We use research, such as the Sutton Trust Toolkit or EEF, to support us in determining the strategies that will be most effective.

#### Identification of Pupils

We will ensure that:

- All staff are involved in the analysis of data and identification of pupils
- All staff are aware of children who are vulnerable or in receipt of PPG are
- All children in receipt of PPG benefit from the funding, not just those who are underperforming
- Children's individual needs are considered carefully, so that we can provide support for all.

#### Quality First Teaching

At Langshott Primary School, all children across the school are taught in mixed ability classes to ensure we are inclusive. All classrooms display our Learning and Teaching policy key elements to ensure that all children receive teaching of a high quality. We believe that all lessons are built on:

- Engagement
- Assessment for Learning
- High Expectations
- Challenge
- Inclusiveness
- Relationships
- Experiences
- Cognitive Scientific Approaches
- Wellbeing

#### Interventions

Although we whole-heartedly believe in ‘Quality First Teaching for All’ we recognise that some children have gaps in their learning. We have a timetable of interventions across the school to help children to close any gaps. We believe that interventions should target specific needs, be time-bonded and reviewed regularly.

## Personalised Support

We will ensure that the additional support we provide is effective by:

- Looking at individual needs of each child and identifying their barriers to learning
- Ensuring that interventions complement classroom learning/practice
- Using year group leaders to organise high quality interventions across their year group
- Working with other agencies to bring in additional expertise
- Provide support for parents
- Recognising and building on children's strengths to further boost confidence

## **MONITORING AND EVALUATION**

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment data is updated frequently, so that the impact of learning, teaching and interventions can be reviewed and monitored regularly
- Assessments are closely moderated to ensure accuracy and consistency
- The progress and attainment of vulnerable groups are discussed in pupil progress meetings
- Children are regularly given high quality feedback
- Parents are kept up to date with performance through parent/teacher consultations; opportunities to visit the classroom; and written reports
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an over view of Pupil Premium spending
- A Governor is responsible for monitoring Pupil Premium

## **REPORTING**

When reporting about Pupil Premium funding, we will include:

- Information about the context of the school
- Objectives for the year
  - Reasons for decision making
  - Analysis of data
  - Use of research
- Nature of support and allocation
  - Learning in the curriculum
  - Social, emotional and behavioural issues
  - Enrichment beyond the curriculum
  - Families and community
- An overview of spending
  - Total PPG (Pupil Premium Grant) received
  - Total PPG spent
  - Total PPG remaining
- A summary of the impact of PPG
  - Implications for Pupil Premium spending the following year
  - Other evidence of impact, eg: Ofsted, Accreditations
  - Case studies, (pastoral support, individualised interventions)

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

### **SYSTEMS, PROCEDURES AND PRACTICE**

Each member of Langshott Primary School has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

#### **Pupil Premium Leader**

- Provide Pupil Premium progress reports for Headteacher and Governors
- Provide appropriate support and guidance for staff when planning Pupil Premium targets and support
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.

#### **School Office Manager/Admin/Finance Manager.**

- Monitor delegation of funding for Pupil Premium
- Provide information on allocation for Pupil Premium funding via the school website and reports to Governors
- Work with designated staff to monitor attendance and evaluate against set targets on Pupil Premium Plan

#### **Class Teachers**

- Identify and list pupils in each class
- Arrange meetings with parents and pupil re. needs analysis
- Ensure teaching assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

#### **Senior Mental Health Lead**

- Maintain a record of pupil progress and impact of mentoring, and provide feedback to the class teacher
- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Work with class teachers, pupils and parents in supporting provision for pupils

#### **The Headteacher**

The Headteacher is a designated system leader for Pupil Premium and will take overall lead responsibility for ensuring staff, Governors, pupils and families remain informed and up-to-date with all developments relating to Pupil Premium.

This will include:

- Developing robust systems and procedures for planning, monitoring and reviewing the impact of Pupil Premium
- Ensuring appropriate allocation and use of funding for pupils training for staff and Governors
- Providing individual guidance and support for staff to ensure most effective impact of funding
- Providing regular, detailed and comprehensive information for governors and the board of directors in each school

### **Governors**

The designated link Governor for Pupil Premium will act on behalf of the Full Governing Body to monitor and review the progress and impact of Pupil Premium funding. This will involve regular meetings with the Pupil Premium Lead to evaluate the impact on progress and attainment; participating in discussions with pupils, where appropriate, with a focus on learning and success.