

Kirk Langley Primary Pupil Premium Strategy Statement

2023-2026

(3 Year Strategy)

This statement details our school's use of pupil 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.

This strategy has been authorised and agreed by the Governing Body and Headteacher.

School overview

Detail	Data
School name	Kirk Langley Primary School
Number of pupils in school 2023-2024	92
2024-2025	87
2025-2026	93
Proportion (%) of pupil premium eligible pupils 2023-2024	12%
2024-2025	11%
2025-2026	10.7%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024 -2025 2025-2026
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Governors
Pupil premium lead	William Mayes
Governor / Trustee lead	Michael Heap

Funding overview for 2024-25 and 2025-2026

Detail:	Amount
Pupil premium funding allocation this academic year: April 25-March 26	£19,940 (PP)
Total budget for this academic year:	£19, 940

Part A: Pupil premium strategy plan

Statement of intent

At Kirk Langley C of E school, we target the use of pupil premium funding to enable them to be active socially responsible. Our curriculum is planned to remove barriers to learning that our children may face. No child is left behind, and each child is given support to enable them to have the skills and knowledge to prepare them for the next stage. We also aim to provide enrichment experience through our curriculum offer. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	PP Children get in line with peers at Phonics Screening and KS1 Assessments.
2	PP children to get higher than average score in the Year 4 MTC
3	PP Children to get KS2 results in line with their peers in July 2026
4	Strategies to know more and to remember more.
5	PP children have access to enrichment.

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
PP Children get in line with peers at Phonics Screening and KS1 Assessments.	At Kirk Langley Primary school we have the ambition that all children meet their end of year expectations, however we realise that this is not always possible. Therefore, we will put systems in place that allow all children to strive and achieve end of year goals. For this to be successful the PP children will acquire the same results as the non pp children.

All pp children get a high score in the MTC check at the end of Year Four.	All children have a score that is in line with local and national expectations. This is done through rigorous over learning of times tables throughout KS1 and LKS2. It is hoped that the PP children have the same average score as the non-PP children.
--	---

PP children get KS2 results in line with their peers.	100% of PP children achieve the required standard in their KS2 tests for RWM.
Strategies of knowing more to remember more.	Children come in at 8.40 each day to keep up and not catch up. The break time has reduced from 20 to 10 minutes. Home learning club is there so that children can over learn and practice what they have been doing over the course of the year.
PP children have access to enrichment programs.	Children have enrichment opportunities to broaden their knowledge and experience which is funded by the 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: 2023-24 £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home Learning club	<p>The EEF says that extending the school day and having feedback is high impact and low cost. In fact, it says that by extending the school day: “Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programs.” Using the time for feedback enables: “Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome.”</p> <p>The EEF says that homework: “Homework that is linked to classroom work tends to be more effective. Studies that included feedback on homework had higher impacts on learning.”</p>	2, 3, 4

Additional adult support	<p>By having more adults for the children; “evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.” This enables each teacher to focus on the needs of the teacher more. An adult with QTS has been appointed to help with progress.</p>	1, 2, 3
--------------------------	---	---------

<p><i>Increase Leadership capacity to strengthen QFT in all areas of the curriculum by engaging in CPD, target setting and pupil progress meetings</i></p>	<p>The EEF states that: <i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. To improve pupil outcomes, careful attention should be paid to how PD is designed. Those who design and select PD should focus on mechanisms.</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable students to become effective, enthusiastic, independent learners, committed to life-long learning.</p> <p>The EEF research shows that - school leaders play a central role in improving education practices through high-quality implementation. They actively support and manage the overall planning, resourcing, delivery, monitoring, and refinement of an implementation process, all of which are discussed in detail in this guide.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf</p>	2, 3, 4
--	---	---------

Build leadership capacity through implementation teams.

<i>Enrichment and Clubs (inc after school club)</i>	Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.	1,2,3, 5
<i>Funded trips.</i>	PP children's trips will be part funded to gain a better understanding of the curriculum.	2, 3, 4, 5

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
TTRS	TTRS
Purple Mash	Purple Mash
Rocket phonics	Hodder education
Kapow across the curriculum	Kapow

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS- 66% PP got Good level of Development.

KS1 Phonics- 100% PP passed the screening.

YEAR 4 MTC Non PP Average was 22.69/25 PP Average was 18/25

KS2 SATS 100% got RWM at KS2 SATs.