Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School Name	Langford Village Academy
Number of pupils in school	291
Proportion (%) of pupil premium eligible pupils	16.8% (49)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Debbie Randall
Pupil premium lead	Gary Gotham
Governor / Trustee lead	Thomas Rowell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Budget allocated to FSM	£22,500
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	£78,640

Part A: Pupil premium strategy plan

Statement of intent

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	Cultural capital/vocabulary
2	Social and emotional issues
3	Writing progress
4	Maths progress
5	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 knowledge & experience	Improved knowledge, skills, vocabulary
Improved engagement and progress	6 points progress
Improved progress in Writing & Maths	Writing and Maths in line with National

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:£78,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for writing & Maths	Data shows progress in writing & maths has improved	3
Training Day inset	Inset and staff Meeting minutes eg. behaviour, attendance and SEND training	3

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

Budgeted cost: £54,611

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions/Pre-teaching	Education Endowment Foundation Progress made by children	1,3

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

Budgeted cost: £858.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group support	EEF, Progress made by children.	2
Mindfulness	Support strategies for behaviour and attendance	2 and 5
Enrichment	Subsidised trips to boost engagement and attendance	1,2 and 5

Total budgeted cost: £ 78,640

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Data shows children made good progress, engaged with their learning and actively participated in enrichment activities. Attendance improved -one child/family had a lot of support with attendance and as a result attendance has improved.

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
Making Me	Bedford charity
Twinkl Phonics	Twinkl

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Teaching Assistant support
What was the impact of that spending on service pupil premium eligible pupils?	Gaps in learning were reduced. Progress was accelerated.

Further information (optional)

Feedback
Providing feedback at the right time, with a specific purpose and desired outcome.
Ensuring it is specific, accurate and clear e.g. "It was good because you...".
Providing specific guidance on how to improve and not just tell students where they have gone wrong.
Modelling correct work/ processes where possible and appropriate.
Avoiding comparison to other pupils.
Encouraging peer and self-assessment.
Providing opportunities for pupils to make improvements following feedback.

Attendance
All PP children will have their attendance monitored monthly.
If it falls below 95% a member of staff will contact the family and work with them to improve attendance. Letters may be sent, monthly meetings established or EHAs commissioned.

Parental Engagement
PP provision to be discussed with parents and parents guided on how best to support their child at home. Discussions take place with parents, asking about strengths and difficulties. Barriers to learning analysis completed by the class teacher and discussed with staff and parents.
Transition meetings between years.
We find how they prefer to learn and plan accordingly.
We find about their hobbies and interests and ask them about them.
We find information about their context and background.
Detailed tracking sheets are taken from Target Tracker so staff are aware of children's starting points and can accurately measure progress.