

2025 - 2026 Pupil Premium Strategy Statement Langtree School

School Overview

Metric	Data
School name	Langtree School
Pupils in school	626
Proportion of disadvantaged pupils	10.8%
Pupil premium allocation this academic year	£90,375
Academic year or years covered by statement	2025 - 2026
Publish date	December 2025
Review date	December 2026
Statement authorised by	Simon Bamford (Head Teacher)
Pupil Premium lead	Susannah Wood
Trustee lead	Catherine Roche

Part A Funding and Strategy for 2025 - 2026

Detail	Amount
Estimated Pupil premium funding allocation this academic year	£90,375
Total budget for this academic year	£90,375

Statement of Intent

The focus of this strategy and our intention is that all students make exceptional progress, irrespective of their background or the challenges they face as young adults. High-quality teaching is at the centre of everything we do to improve educational outcomes. However, we also recognise that some students require additional support to enable them to achieve their full potential.

We want all of our students to feel valued, included and capable of making progress. We focus on improving literacy standards and developing cultural capital in all students.

We aim to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils. Our pupil premium strategy is designed to improve attendance, teaching and engagement in learning, as well as outcomes, while building strong relationships with students, and understanding their individual needs and addressing any barriers to their academic progress in order to fulfil our vision.

As a small school with a relatively low proportion of students eligible for Free School Meals, the profile of our disadvantaged students can change significantly from year to year. We therefore formulate an annual plan so that we can adjust it based upon the bespoke needs of any particular cohort of students. However, it can take time to measure how successful these interventions are. As a result, actions and assessment of outcomes for any given year may be carried forward into the following year.

Challenges

This details the key challenges to achievement that we have identified among our students

Challenge	Details of challenge
1	Progress and attainment. Disadvantaged gaps in progress and attainment continue to grow nationally (especially for PP students who have SEND and are prior low attainers). Barriers to progress and attainment remain including challenges around the skills required to succeed in exams (independence, resilience and confidence).
2	Levels of attendance among disadvantaged groups. Our attendance data shows that absenteeism from school is impacting negatively on the progress of our disadvantaged cohorts. This is a complex challenge which often requires an individual approach, and therefore the investment of time and staffing on top of a clear system of tracking and a graduated approach. The challenges may be medical (physical or mental) or EBSA.
3	Attitude to Learning. A significant proportion of disadvantaged pupils demonstrate lower levels of engagement with learning both in and beyond the classroom. This is particularly evident in inconsistent attitudes to learning and reduced completion of homework, which directly impacts progress and long-term attainment.
4	Cultural Capital: Literacy and oracy. Some PP students have disproportionate lower levels of literacy than their peers, and observations and discussions have also shown us that many of our PP students' reading comprehension and inference skills make accessing complex written texts more challenging. Their oracy skills and vocabulary knowledge may need additional support to help them achieve better outcomes in writing and more confidence to express their thinking.Oracy
5	Raising aspirations. Many disadvantaged pupils lack the confidence, exposure, and encouragement needed to develop ambitious aspirations—both in terms of future careers and meaningful roles within the school community. Limited access to high-quality guidance, relatable role models, and leadership opportunities often contributes to lower expectations and disengagement.
6	Parental engagement. Sometimes, limited parental engagement in school activities which can result in communication barriers between school and parents, including technology, and trust issues

Intended outcomes

Intended outcome	Success criteria
Ensure academic progress - disadvantaged pupils	Disadvantaged pupils achieve a positive Progress 8 score, consistently.

<p>Develop teaching practices to support disadvantaged pupils to achieve in line with their peers</p> <p>Improve inclusion to ensure that we are equipped to meet diverse needs</p>	<p>Teachers and support staff are able to use and evaluate distinctive teaching approaches to engage and support disadvantaged learners.</p> <p>Teachers and support staff adapt the teaching to suit the needs of the students</p> <p>Where necessary teachers are able to build reasonable adjustments into the curriculum to support the teaching and learning of disadvantaged students.</p>
Increase attendance rates - disadvantaged pupils	94%
Improved attitudes to learning, both in lessons and through independent study/homework.	<p>Progress data shows improved outcomes for PP pupils in subjects where attitude to learning was previously a concern</p> <p>Improved pupil engagement observed in lessons through learning walks and teacher feedback</p> <p>Higher rates of homework completion tracked via school systems</p> <p>Positive shift in pupil voice responses regarding motivation, confidence, and enjoyment of learning</p> <p>Reduction in behaviour incidents linked to disengagement or lack of effort</p> <p>Staff reports indicate increased participation and effort from targeted pupils during interventions or support sessions</p>
Increase reading age	The gap between the reading ages of disadvantaged and non-disadvantaged pupils closes over their time in secondary school
Higher aspirations for their future in terms of career pathways and active participation in school life	<p>Increased participation of PP pupils in school leadership roles</p> <p>Positive shift in pupil voice responses regarding future goals, confidence, and sense of belonging</p> <p>Tracking data shows improved clarity in career intentions and post-16/18 destinations among PP pupils</p>
<p>Enhance parental engagement</p> <p>Enhance early intervention</p> <p>Identify and support needs before they escalate</p>	<p>Reducing barriers to independent work, at home and in school, for disadvantaged groups.</p> <p>Improving communication between teachers and home, in particular with reference to homework</p> <p>Enrichment activities are accessed by disadvantaged groups, in the same proportion as their numbers in the school population</p>

Teaching priorities for current academic year

Measure	Activity	Challenge Addressed
<p>Progress</p> <p>Ensure that PP students make similar</p>	<p><u>Develop our school wide metacognitive practices</u></p> <p>Improve staff awareness surrounding the benefits of metacognition</p>	1

progress and achieve similar outcomes to their peers	<p>for disadvantaged students through training, staff voice and evaluation.</p> <p>Build a shared understanding and vocabulary through staff training and monitor the consistency of practice across the school</p> <p>Reinforce the 'Langtree Three' retrieval practice techniques and build into tutor times to help build more engaged, metacognitive and independent learners.</p> <p>Continue to use the language of adaptive teaching and remind staff through training and meetings of the value it has in supporting a rise in attainment.</p> <p>Endowment Foundation EEF</p>	
Improved student engagement and approach to learning	<p>Staff build positive teacher-student relationships through consistency and care.</p> <p>PP students are clearly identified in seating plans.</p> <p>Regular learning conversations take place to set personal goals and review progress.</p> <p>Targeted questioning and scaffolded tasks with live marking and immediate feedback during lessons.</p> <p>Teachers help to identify individual barriers (for example, literacy and numeracy gaps).</p> <p>Students are taught how to plan, monitor and evaluate their own learning.</p> <p>Barriers to homework completion are identified and addressed. Teachers work collaboratively with parents and carers to explore underlying challenges and implement, or signpost supportive strategies.</p> <p>Achievement points are given and celebrated.</p>	1, 3, 4
Core Skills Strategy	<p>Literacy, Numeracy, Digital literacy, Health</p> <ul style="list-style-type: none"> - Audit current provision - research need and likely impact 	1
Projected spending		£21,105

Targeted academic support for current academic year

Measure	Activity	Challenge Addressed
Targeted support and tailored provision in developing essential core skills,	<p>Targeted intervention for underachieving students in KS4 focussing on Maths and English</p> <p>When possible, targeted and focussed Mentoring Scheme for Year 11 students that focus on metacognition, homework and core skills</p>	1, 2, 3

<p>literacy, numeracy, and aspects of physical and mental wellbeing</p>	<p>Identify and support needs before they escalate, for example, using progress reports and standing agenda items</p> <p>PP students are always to be considered and, where appropriate, given priority access to structured interventions, personalised learning pathways, and enrichment opportunities designed to build competence, confidence, and lifelong habits for success. For example: Hackney Literacy Trust intervention and Read, Write Inc (Fresh Start) for fluency and decoding. Maths and English tutoring. Music Therapy. Mentoring services such as ELSA, NOMAD, REACH and AP such as RAW Mentoring.</p> <p>Teaching mathematics - GOV.UK (www.gov.uk) KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://voice21.org/oracy-education-commission-report/</p> <p>https://oracyeducationcommission.co.uk/oec-report/</p>	
<p>Provide students with the learning resources they require to ensure they can progress at least as fast as their peers.</p>	<p>Students to have the resources to ensure progression, such as equipment for learning, food ingredients and music lessons</p> <p>Identify Pupil Premium students who would benefit from assistive technology, particularly those facing barriers to literacy, numeracy, or independent study and ensure they are equipped with appropriate digital devices for use in lessons, homework, and revision. Provision will be accompanied by tailored support to build pupils' confidence in using digital tools effectively.</p>	<p>1, 3, 6</p>
<p>PP students complete homework and independent learning to a standard commensurate with their ability. Students experiencing</p>	<p>Students experiencing issues in completing homework to be directed to attend lunch-time or after-school homework support</p> <p>Homework is set in line with our homework policy and adapted to suit the needs of the learners. Each department has provided updated guidance.</p> <p>Langtree Three retrieval practice techniques will be discussed and championed by staff to support students in their independent study.</p> <p>Consistency and 'diet' to be monitored over the course of 25-26</p> <p><i>"EEF teaching and learning toolkit: Homework" by EEF.</i> <i>"Homework: what does the evidence say?" by Huntingdon Research School.</i> <i>"Fixing the homework problem" by Guest Author via Ruth Ashbee.</i> <i>"Progress in International Reading Literacy Study" by International Association for the Evaluation of Educational Achievement.</i> <i>"The Case For and Against Homework" by Marzano and Pickering.</i> <i>"Great teaching techniques: Homework" by Tom Sherrington and Sara Stafford via Chartered College.</i> <i>"Key Stage 3: the wasted years" by Ofsted.</i> <i>"Effective homework at Key Stage 3" by Sec Ed.</i></p>	<p>1, 6</p>

	Improving Literacy in Secondary Schoolsword-gap.pdf (oup.com.cn) https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
Projected spending		£47,500

Wider strategies for current academic year

Measure	Activity	Challenge Addressed
Build understanding of students' needs as they enter school at Y7 so that we can act early and work to close any gap as soon as possible	<p>Continue with the effective transition programme with feeder primary schools that includes good information sharing with feeder primaries to understand students' needs, including poor attendance, before they enter Y7.</p> <p>Tailored transition programme in place to support transition of students into Y7, and to ensure good start and firm foundations at Langtree.</p> <p>Welcome letter to Yr 7 pupil premium parents with follow up introductory phone calls</p>	1, 2, 6
Ensure staff are aware of the collective and individual needs of PP students, and the importance of supporting these students	<p>Embed systems to ensure disadvantaged pupils have a high profile in the school</p> <p>Pupil profiles are made available for all staff to access to ensure that the pupil premium cohort remains 'visible' and 'front of mind'. Complement this with student focus briefings that highlight individual barriers to progress and share practical strategies that may support improvement</p>	1, 2
Ensuring PP students have the skills and cultural capital to be successful when they leave school.	<p>Wider Reading Strategy as part of Core Skills</p> <p>Head of Year and Tutors to play a key role in encouraging increased participation of PP in school leadership roles and attendance with events, workshops and careers education</p> <p>Track attendance at extra-curricular provision and trips, as well as engagement with programmes such as the Langtree Challenge and DoE award.</p> <p>The provision of a rich and diverse assembly schedule that encompasses a variety of relevant and engaging topics</p>	1, 5, 6
Ensure students (and parents) are aware of the importance of	<p>Attendance support programmes include:</p> <p>Meetings to identify the barriers</p>	2, 5

<p>attending school regularly and achieving well.</p>	<p>Attendance letter(s) alerting parents when attendance is below expectations PP attendance scheme. £10 voucher if attendance improves to above 90% or improves by 15% in any term. (£600)</p> <p>Increase ELSA hours to support students who experience emotionally based school non-attendance (EBSNA). Prioritisation of slots at parents' evenings.</p> <p>Dedicated time to focus on attendance of PP cohort and shared understanding between school and parents.</p> <p>Target all parents with EBSNA children with phone calls to ensure they are aware of CAMHs webinars.</p> <p>Attendance agreements</p> <p>Track attendance</p> <p>Staff training on trauma informed/SEMH approaches</p> <p>DfE - Improving School Attendance</p>	
<p>Ensure we are monitoring and supporting the well-being and mental health of students as they continue to recover from the effects of the pandemic</p>	<p>Continue with annual student well-being survey and monitoring of needs with targeted follow up meetings with students who are a concern</p> <p>Universal and targeted support provided by School Provide ELSA support and/or NOMAD /REACH mentoring for those students we identify as being in need of support with their mental health or well-being.</p> <p>Provide music lessons / Draw and Talk Therapy to students who we believe will benefit.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>2, 3</p>
<p>Increase proportion of PP students staying in education and training after leaving Langtree</p>	<p>Identify PP students who are at risk from not meeting targets and ensure aspiration career pathways are explored to aid motivation. (eg visits to HE and FE institutions, Work Experience opportunities). Continue to embed destination data for all students in a timely fashion.</p> <p>Provide more careers IAG for PP students at risk of becoming NEET</p>	<p>5, 6</p>
<p>Engage the support of parents of PP students - early and often</p>	<p>Personalised outreach using positive communication, not just when issues arise, for example, following improved progress reports and an increase in positive behaviour points</p> <p>Priority and support given to parents of PP students when booking Parents' Evening appointments with follow up contact if they don't attend.</p> <p>Develop systematic and targeted buy-in from parents, for example, Year 7 Book Club, Parent Forums</p> <p>Yearly welcome letters signposting support and</p>	<p>2, 6</p>

	<p>opportunities</p> <p>Quantify positive and negative behaviour points on Satchel to encourage meaningful dialogue at home</p> <p>EEF - How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice</p>	
Projected spending		£21,770

Part B Review of the previous academic year

Disadvantaged pupil performance overview for last academic year

Number of FSM / FSM6	<10	<10	Number LAC / Post LAC	<10	<10
Progress 8 score (Disadvantaged Students)	N/A		Attainment 8 score	45.8	
Percentage Grade 4+ English	57		Percentage Grade 5+ English	50	
Percentage Grade 4+ maths	64		Percentage Grade 5+ maths	64	
Percentage Grade 4+ English and maths	50		Percentage Grade 5+ English and maths	50	

Review 2024/2025

Attainment for the 2025 disadvantaged cohort was slightly higher than in the previous year. The average Attainment 8 score rose from 41.2 to 45.8, and the proportion achieving grade 5+ in maths increased from 47% to 64%. Other measures remained broadly similar.

Assessing progress for this group is more challenging than in previous years, as they did not sit KS2 SATs, which are normally our benchmark. However, their Year 7 CATs results indicated slightly higher ability than the previous cohort, suggesting that the improved attainment was at least partly expected.

In terms of progress relative to peers, disadvantaged students achieved -0.4 vs target in 2024 and -0.5 in 2025. This suggests little change, with disadvantaged students typically performing around half a grade lower in each subject than peers with the same CATs scores. For example, a typical Langtree student might achieve ten grade 6s, whereas a disadvantaged peer with the same entry profile would be expected to achieve five grade 6s and five grade 5s.

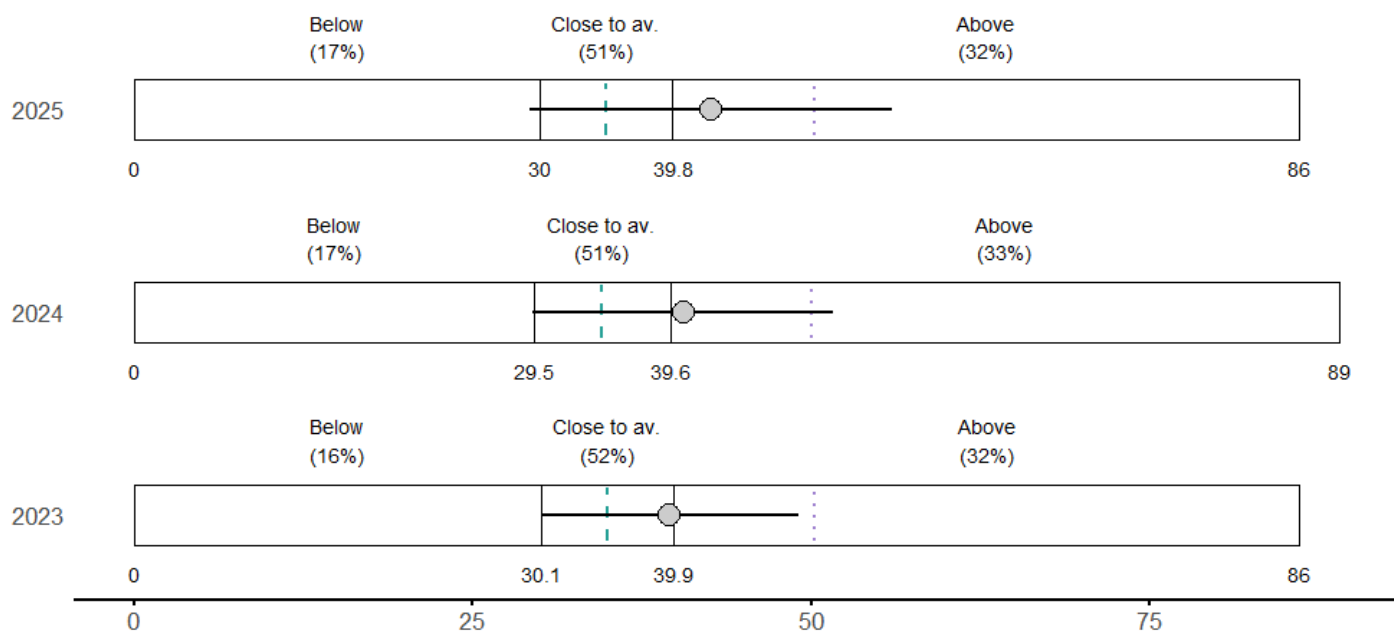
According to Fischer Family Trust research, the national gap in 2024 was around -0.7, indicating that our results remain broadly in line with the national picture.*

Always, when considering the attainment for this group at Langtree, it is important to remember that the group is a very small number of pupils, and one pupil in a year can have a significant impact on the group's average.

*<https://ffteducationdatalab.org.uk/2025/01/splitting-the-disadvantage-gap-within-and-between-schools-part-one/>

Disadvantaged pupils - Overall P8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2024	11	0.10	-0.57	Above (non-sig)	0.16	-0.06	Narrowing	-
2023	13	-0.30	-0.57	Close to average (non-sig)	0.17	-0.46	Not applicable	-
2022	13	-0.61	-0.55	Close to average (non-sig)	0.15	-0.77	Not available	High - SEN



Source: IDSR

A focus on adaptive teaching last year has ensured that staff have the tools and strategies to support the learning of all students. Strategies have been discussed/trained/shared and observed in practice over the course of the year. The 'putting learning first' grid has been updated in response to staff and student voice, providing a shared strategy and language base. A teaching and learning handbook has also been developed and shared with staff to ensure consistency in practice and understanding. All developments were rooted in the EEF principles of the SEND 5 a day and their recommendations for adaptive teaching and support for PP students. The homework policy has been reviewed and amended and is now an accurate reflection of the Langtree staff voice. Revise using the Langtree Three retrieval practice techniques was devised over the year 24-25 and the roll out has begun - students have been trained in the three strategies and staff are now working to embed them in support of students' independent learning this year.

PP students have poorer Approach to Learning grades than non PP students across all measures (Approach to Learning, Homework and Conduct).

Student leaders are selected for their positive ATLs. With many PP students scoring lower on the ATL, this is something we need to consider as we would not want to exclude some PP from leadership roles. However, low numbers of PP make one student have a significant impact on the scores and we would not want to lower our expectations of behaviour.

The Langtree Challenge has little take up in the lower years. Students start to engage in the Langtree Challenge in Year 9 and 10 because there is an incentive: you need to have a silver at the Langtree Challenge in order to apply for student leader. One area to work on next year is to increase the engagement of PP students in the lower years to create more opportunities for celebration and connection.

There is an attendance differential of about 6% between PP and Non PP students, with PP students have the lower attendance rate. Financial initiatives have some impact. Lower attendance rates are due to a range of factors and it is challenging to see themes emerging in such a small cohort. We are ranked 4 / 5th out of 42 schools in Oxfordshire for PP attendance. We need to consider even more proactive measures to reduce this gap.

Progress 8 outcomes for some PP students are impacted by poor attendance, which is often connected to experiences of trauma and inconsistent or limited parenting capacity. These factors can affect both student engagement in learning and parental engagement with school processes.

PP students rate themselves high on the well being survey. They did not self identify as a well being concern. However, we do not rely on this measure and use a range of indicators to enable effective pastoral care: academic reports, reports from teachers, effective transitions. We offer a range of mentoring services to support students: Nomad, ELSA, REACH. 15% of our PP students received mentoring last year. Mentoring is reviewed termly with the Head of Years.

Moving forward, we need to:

1. Review the descriptors to ensure that they are not discriminating against PP students
2. Consider how to incentivise Year 7 & 8 to engage with the Langtree Challenge
3. Call PP students each term to engage positively with parents