

Langley Park Girls School (LPGS) Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students and continue advancing equity and excellence for every student in our community.

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	Langley Park School for Girls
Number of students in school	1716 of which 1258 (11-16)
Proportion (%) of pupil premium eligible students	126 (10.1%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Steve Whittle, Headteacher
Pupil Premium lead	Emma Ashman-Clark, Deputy Headteacher
Governor / Trustee lead	Sir Robin Boshier, Chair of Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 152,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 152,180

Part A: Pupil premium strategy plan

Statement of intent

Aligned with the Impact Multi Academy Trust's strategy for improving outcomes for disadvantaged learners, our ambition is that all students, irrespective of their background or challenges, make exceptional progress and achieve high attainment across the curriculum. Our 2025 strategy reinforces:

Our commitment to informed decision-making by use of the Department for Education's (DfE) menu and the Education Endowment Fund's (EEF) tiered model which prioritise effective teaching, targeted academic support and wider strategies. As noted by Ofsted (Nov 2022), "the school empowers students and stretches them academically."

High-quality teaching is central to our approach, emphasising evidence-based pedagogy with structured retrieval practice, deliberate practice and feedback. We recognise the unique challenges faced by disadvantaged students, including young carers and those with social workers, and aim to address their needs through a range of supportive activities that foster motivation, character development and social capital. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and enhanced alongside the improved progress for their disadvantaged peers.

Our strategy is informed by a deep understanding of individual students and focuses on removing barriers to learning and fostering social integration both within Langley Park School for Girls (LPGS) and the wider community. We prioritise a responsive approach that addresses common challenges and individual needs, grounded in robust diagnostic assessments rather than assumptions about disadvantage. The approaches we have adopted align with the high expectations we hold for all students at LPGS.

Governors and trustees will rigorously evaluate Pupil Premium spend, ensuring cost-effectiveness and adherence to the DfE's 'conditions of grant'¹

¹ [Pupil premium allocations and conditions of grant 2025 to 2026](#)

Challenges

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

Challenge	Detail of challenge
1. Attainment and progress gaps	Using diagnostic assessments at Key Stage entry and data points to identify barriers promptly, aligned with DfE guidance. To address gaps in attainment and progress for our disadvantaged students at every key stage ensuring they match or exceed outcomes of their non-disadvantaged peers and their cohort nationally.
2. Key Stage 4 disadvantaged outcomes	Closing the -13.2% attainment disparity in grades 4-9 in English and Maths 2025 by making use of the EEF tiered approach to Pupil Premium spending ² . This involves targeted tutoring, mentoring and academic intervention informed by question level analysis.
3. Teaching and Learning consistency	Embedding evidence-informed pedagogy, with regular monitoring and feedback to standardise routines across all subjects. We know consistency such as retrieval opportunities, deliberate practice and meaningful feedback elevates positive classroom experiences and improves students learning. Some of the difficulties that these students face is responding to feedback or using it to identify their next steps in learning.
4. Reading comprehension deficit	Implementing research-based literacy interventions and combining them with high-quality English instruction. Reading assessment data indicates that disadvantaged students, in line with the national picture, generally have lower levels of reading comprehension than their peers. This impacts progress in all subjects.
5. Wellbeing and resilience	Scheduled structured pastoral support using Life Lessons ³ and embedding Teen Tips ⁴ wellbeing strategies, aligned with EEF recommendations. Analysis of attendance (Emotionally Based School Avoidance) and achievement data, paired with discussions with students and families identify social and emotional issues for many students. This is partly driven by concern around examinations/future prospects. These challenges particularly affect disadvantaged students.
6. Behaviour challenges	Scheduled structured pastoral support using Life Lessons ⁵ and embedding Teen Tips ⁶ wellbeing strategies, aligned with EEF recommendations. Through analysis of behaviour and Commitment to Learning data, we have seen that a small number of disadvantaged students have acquired a significant number of logged negative behaviour that is disproportionate to their peers.

² [EEF Guide to the Pupil Premium](#)

³ [Life Lessons PSHCE](#)

⁴ [Teen Tips](#)

⁵ [Life Lessons PSHCE](#)

⁶ [Teen Tips](#)

7. Attendance and persistent absence	Heightening attendance strategies with tiered, evidence-based interventions. Our attendance data over the last 3 years indicates that annual attendance among disadvantaged students has been approximately 10% lower than for non-disadvantaged students. Autumn 2025 data shows 28.5% of disadvantaged students as 'persistently absent' (missing 10% or more of their education) in comparison to their non-disadvantaged peers at 12%. As such, absenteeism is negatively impacting disadvantaged students' progress. This is often due to emotionally based school non-attendance.
8. Parental engagement	Enhancing family partnerships via regular communication, priority booking for Parent Meetings, workshops and transition support, consistent with the DfE 'menu of approaches'. ⁷
9. Cost of living pressures	Allocating discretionary funds for essentials such as uniform and curriculum enrichment to ensure socioeconomic challenges don't hinder access to learning. Demands on family budgets, due to the cost of living, have shown an increase in requests for support from families to the school, limiting the amount of support each student can access.

⁷ [Using Pupil Premium: guidance for school leaders](#)

Intended outcomes

Aligned with the DfE 2025 Target Framework, this explains the outcomes we are aiming to achieve **by the end of our current strategy plan**, and how we will measure these.

Intended outcome	Success criteria	DfE Guidance Link
Close attainment and progress gaps of disadvantaged students	Data analysis, target setting, identification of barriers in academic progression, are built into Assessment, Recording and Reporting and the Raising Achievement and Progress Strategy. The impact of which allows disadvantaged students to achieve strong outcomes, in line with non-disadvantaged peers both internally and nationally	Evidence-based targeted support
Improve KS4 outcomes	Reduce gap in students achieving grades 4-9 in English & Maths from -13.2% in 2025.	EEF Targeted Academic Support
Standardise high-quality teaching	Quantitative assessments, lesson visits and student voice evidence improved learning as a result of: • whole-school consistency in classroom routines including retrieval opportunities to embed knowledge and opportunities for deliberate practice in the classroom • teacher knowledge of individual students through use of student data to plan learning and check understanding • improved student responses to feedback with disadvantaged students more able to measure their own learning and identify next steps to make further progress	DfE menu: High-quality teaching
Improve reading confidence among disadvantaged students	Reading test data, as a result of the implementation of reading and literacy intervention, shows ≥90% of disadvantaged students at expected reading for age. Teachers will recognise this progress through improved grammar, vocabulary and decoding and comprehension skills.	Structured literacy interventions
Build wellbeing and resilience	Sustain high levels of wellbeing as evidenced through: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment/extra-curricular activities, particularly among disadvantaged students • reduced safeguarding incidents	Wellbeing interventions listed in DfE guidance

Achieve and sustain positive behaviour	Analysis of behaviour data demonstrate that disadvantaged students' behaviour incidents are no higher than their non disadvantaged peers. - Evidence-based interventions mapped and routinely monitored for impact - Triangulation of behaviour/C2L and safeguarding data reviewed termly	Targeted behaviour support
Boost attendance	Improved and sustained high attendance from 2024/25 demonstrated by: - the overall absence rate for all students being no more than national, and the attendance gap between disadvantaged students and their non-disadvantaged peers reduced to <10% - the percentage of all students who are persistently absent being below 10%	Attendance interventions from DfE menu EEF Supporting school attendance
Enhance Parental Engagement	Deliver effective approaches to improving parental engagement to mitigate some of the causes of educational disadvantage, supporting families to assist their child's learning; their self-regulation, and specific skills, such as reading: - PP students with low reading ages are given access to Literacy programmes which are shared with parents - Increase attendance and engagement of the families of PP students to Parent Evenings and workshops to $\geq 80\%$	Parental support strategies EEF Toolkit: Parental Engagement
Equitable access to financial support	Careful tracking of PP and discretionary funding expenditure ensures the amount of support each student has access to is equitable according to their needs. This includes access to enrichment opportunities that develop cultural capital and enhance student experience.	

The following details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above. Our approach prioritises high-quality teaching, consistent with the DfE's 2025 Pupil Premium guidance and the EEF's tiered model. Activities are drawn from the DfE's menu of evidence-based approaches, focusing on improving classroom practice and subject-specific pedagogy.

Teaching

Budgeted cost: **£60,783**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing Maths teaching and curriculum planning.	Curriculum development and lesson design aligned with DfE KS3 non-statutory guidance and EEF recommendations for improving mathematics. Collaboration with curriculum leaders across the IMPACT Multi Academy Trust Maths HUB, supported by funded teacher release time for lesson visits, joint planning and moderation. Emphasis on conceptual understanding, addressing common misconceptions, and embedding strategies for retrieval and deliberate practice. <i>Evidence:</i> Teaching Maths at key stage 3 - GOV.UK (www.gov.uk) EEF Improving Maths in KS2 and KS3	1,2,3
Improving literacy across the curriculum.	Regular curriculum review to prioritise literacy in all subjects and to support access to complex concepts, academic language and the wider curriculum. Funded professional development focused on disciplinary literacy, oracy, and reading comprehension strategies. <i>Evidence:</i> • EEF Improving Literacy in Secondary Schools • EEF Reading comprehension strategies • Oxford University Press research • word-gap.pdf (oup.com.cn)	1,3,4,6
Reviews of teaching and learning will pedagogical focus areas	Explicit instruction and modelling: Teachers demonstrate processes clearly before guided and independent practice. Assessment and feedback: Regular checks for understanding and actionable feedback to close learning gaps. Deliberate practice: Structured opportunities for pupils to consolidate and apply learning.	1,2,3,4

	Professional development provided including use of the coaching model for feedback. <i>Evidence:</i> Securing Progress Through Modelling EEF Teacher Feedback to Improve Pupil Learning	
Reading Strategies and Programmes	Reading comprehension strategies have high impact and enable students to learn a range of techniques including inferring meaning from context, summarising or identifying key points and monitoring their own comprehension. Weekly Form Time Reading and NGRT assessments to identify needs and inform targeted interventions. Deployment of Lexia Literacy Programme and LSA/Sixth Form Reading Mentors for personalised support. <i>Evidence:</i> DfE's Reading Framework EEF Reading Comprehension Strategies (+6 months average impact).	1,2,3,4
Parental Engagement	Timely approaches to assist parents in supporting learning at home. Prioritising literacy, reading, mathematics, SEND and wellbeing workshops and resources. <i>Evidence:</i> EEF Parental Engagement (+4 months average impact per year).	1,2,4,5

Targeted academic support

Budgeted cost: **£68,481**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and one-to-one GCSE English and Maths tuition delivered by Learning Support Teachers and specialist tutor	Tuition targeted at specific needs and knowledge gaps is highly effective for pupils who are falling behind. This aligns with the DfE menu and EEF evidence. Interventions are informed by diagnostic assessment and delivered by trained staff to ensure consistency and impact. <i>Evidence:</i> EEF One to one tuition (+5 months average impact) EEF Small group tuition (+4 months average impact)	1,2,3,4
Subscription to PiXL Secondary and use of diagnostic therapy testing model	PiXL resources support structured intervention and therapy approaches, enabling teachers to identify gaps and adapt strategies. This reflects the DfE emphasis on evidence-based tools and targeted support.	1,2,3,4,8
Homework Club and structured revision sessions	The EEF toolkit indicates that setting homework can facilitate progress when well-planned and linked to classroom learning. Our Homework Club provides scaffolding for independent learning and supports students with limited home study environments. <i>Evidence:</i> EEF Homework (+5 months average progress)	1,2,3,4,8
Provision of revision guides, academic texts, topic lists and exam resources to all Pupil Premium students and parents/carers	Ensures equitable access to high-quality learning materials, supporting independent study and parental engagement. Both are highlighted in the DfE menu as effective wider strategies.	1,2,3,4,8
One-to-one or small group mentoring with senior leaders and sixth form prefects	Mentoring can improve engagement and raise aspirations for disadvantaged pupils. EEF evidence suggests that building trusting relationships with adults can positively influence attitudes and outcomes,	All

	particularly for pupils with low confidence or expectations. Evidence: EEF Mentoring	
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Wider strategies

Budgeted cost **£22,826**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for enrichment and extra-curricular opportunities	Outdoor learning such as sport and school trips and enrichment activities can improve self-confidence, resilience, and collaborative skills. EEF evidence shows outdoor learning can have a positive impact on self-efficacy and wider outcomes. Providing financial support ensures equitable access for disadvantaged pupils, as recommended in the DfE menu under 'Wider strategies.' <i>Evidence:</i> DfE Menu of Approaches EEF Outdoor adventure learning	5,6,7,9
Pastoral staff training and release time to implement attendance strategies	Embedding principles from DfE guidance and Bromley Education Matters (EBSA toolkit) is essential for reducing persistent and severe absence. Evidence from schools with strong attendance practice shows that proactive monitoring and early intervention are effective. <i>Evidence:</i> DfE Working together to improve school attendance EBSA school practice checklist	1,5,7,8
Increase parental engagement through Parents' Evenings and targeted workshops	EEF evidence indicates parental engagement can influence academic progress when strategies are structured and sustained. Priority booking and targeted invitations to coffee mornings, workshops and forums reduce barriers for disadvantaged families, aligning with the DfE menu focus on family engagement. <i>Evidence:</i> EEF Parental Engagement	All
Priority support for KS4 and KS5 destinations and careers guidance	Research from the Sutton Trust highlights significant gaps in progression to higher education and top careers for disadvantaged students. Providing targeted careers advice and destination support raises aspirations and aligns with the DfE emphasis on improving long-term outcomes.	All

	<i>Evidence:</i> The Sutton Trust	
Contingency fund for acute needs	A small, flexible fund enables timely responses to unforeseen barriers, ensuring disadvantaged pupils can access learning and enrichment opportunities. This approach supports the DfE principle of removing barriers to education.	All
Making funding streams available for essential items	Rising cost-of-living pressures require schools to provide support for uniform, equipment, and participation in extra-curricular activities. This ensures equity and inclusion, consistent with the DfE guidance on addressing non-academic barriers.	9

Total budgeted cost: £152,180

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 students in the 2024-2025 academic year.

The 2025 GCSE outcomes for disadvantaged students demonstrate clear improvement and highlight areas for further development. The impact of our Pupil Premium strategy is evident in the significant rise in the proportion of disadvantaged students achieving a grade 4 or above in both English and mathematics—from 55% in 2024 to 71% in 2025. This performance is now in line with the national figure for all students (71%), reflecting strong progress in closing attainment gaps. There was also a 16% improvement in the percentage of disadvantaged students achieving a strong pass (grade 5 or above) in English and Maths, rising from 38% in 2024 to 54%, 2025.

Our Learning Support Faculty continues to deliver high-quality, targeted academic support through one-to-one and small-group tuition. This provision exemplifies our commitment to ensuring that all pupils, particularly those who are disadvantaged, benefit from a curriculum that is ambitious and meets their individual needs.

Of the 7 Pupil Premium students participating in targeted reading intervention, 3 had made the improvement required to be removed by the end of the academic year. An additional 3 students received 2:1 intervention with a Learning Support Assistant to build foundations in Maths concepts. Two of whom made 11 months progress over the year.

Year 11 students participated in Study Skills workshops ahead of the public exams. These delivered guidance on revision technique and strategies to manage exam-related stress. Overall the Attainment 8 score for Pupil Premium students rose from 39.62 (Spring Term data) to 44.54 in the summer results; a 4.1% improvement on 2024.

Attendance has improved overall, with a reduction in absence of 1.4% compared to 2023/24. However, the gap for disadvantaged pupils in comparison to their non-disadvantaged peers was 5.3%, which we recognise as a priority for improvement. We are implementing robust strategies to secure consistently high attendance across all year groups, ensuring pupils can access the full curriculum and achieve well.

Personal development remains a key focus, particularly in relation to wellbeing and mental health. We are embedding approaches that promote resilience and emotional security, acknowledging the significant impact these factors have on learning and achievement.

While there are areas requiring sustained attention—such as attendance and wellbeing—we are building on strong foundations. We are committed to continuous improvement, ensuring that all pupils, regardless of background, benefit from high-quality education and thrive both academically and personally.

Externally provided programmes

Programme	Provider
GCSE curriculum, revision and assessment	GCSE Pod
Higher education and careers destinations	UniFrog
Online Maths platform	MathsWatch
Peer-to-Peer Coaching	CoachBright
PiXL Raising Standards	PiXL
Reading literacy	Lexia
Year 10 Scholars Programme	The Brilliant Club
Year 11 Careers coaching	Future Frontiers

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We did not have any service pupil premium students.
What was the impact of that spending on service pupil premium eligible students?	We did not have any service pupil premium students.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- embedding more effective practice around high-quality teaching and assessment. [EEF Pupil Premium resources](#) demonstrate this has significant benefits for all students, but particularly disadvantaged students.
- ensuring students and their families understand our raising attainment and progress strategy by providing information on the compulsory and optional support they will receive (including curriculum maps; targeted intervention; and revision schedules).
- utilising support from our local [Mental Health Support Team](#), our in-school mental health lead and pastoral teams to support students with mild to moderate mental health and wellbeing issues, some of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, a sense of belonging, positive behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award) will focus on building life skills such as problem solving and social skills. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

Consideration and application of a wide-range of evidence-based guidance on the effective use of pupil premium funding, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socioeconomic disadvantage are used to inform our planning. Robust subject assessment data along with reading, attendance, behaviour and wellbeing, are employed at key points to plan, target and evaluate interventions. These are carefully monitored and inform termly Raising Achievement and Progress (RAP) meetings.

In addition, we have created a robust evaluation framework, in line with our [Impact Trust Disadvantaged Strategy](#) and in collaboration with Disadvantaged Strategy Leads across the IMAT primary and secondary schools. We review, adapt and report on our plans over time to ensure each initiative is measured for impact and value for money, with the aim of securing the strongest of outcomes for our students.