

# 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.

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	1692 of which 1229 (11-16)
Proportion (%) of pupil premium eligible students	133 (10.8%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/2025 to 2027/2028
Date this statement was published	November 2024
Date on which it will be reviewed	October 2027
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	£ 113,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 113,400

## 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 aim is for all students, irrespective of their background or challenges, to make exceptional progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to ensure that those identified as disadvantaged are fully immersed within our school community. As noted by Ofsted (Nov 2022), "the school empowers students and stretches them academically." We are committed to ensuring that all students, regardless of their starting points, progress through high-quality teaching, targeted academic support, and a core and extended curriculum that fosters motivation, character development, and social capital. We recognise the unique challenges faced by vulnerable students, including those with social workers and young carers, and aim to address their needs through a range of supportive activities.

High-quality teaching is central to our approach, emphasising evidence-based pedagogy in our classrooms. 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.

## Challenges

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

Challenge	Detail of challenge
1. Attainment and progress of disadvantaged students	To address the gaps in attainment and progress for our disadvantaged students at every key stage ensuring they match or exceed outcomes of their peers and their cohort nationally. Ensure that any barriers to academic progression are identified on entry to school in Year 7 and at each data collection point.
2. Progress and attainment in Key Stage 4	The progress of disadvantaged students at the end of KS4 in 2024 presents a gap of 0.59. The equivalent of over half a grade. The percentage of students achieving grades 4-9 in English and Maths 2024 presents a 35% difference between non-disadvantaged and PP students evidencing the need to prioritise the academic support for disadvantaged students in order to close this gap.
3. Variability in teaching and learning experiences across subjects	Assessments, work scrutiny, learning observations and discussion with disadvantaged students indicate lower levels of progress in some subjects. We know consistency and routine from lesson to lesson elevates positive classroom experiences and improves students learning. This, along with retrieval opportunities, deliberate practice and meaningful feedback, positively impacts student progress. Some of the difficulties that these students face is responding to written feedback or using it to identify their next steps in learning. This is made more challenging where routines are less embedded and secure.
4. Reading	Reading assessment data, observations and discussion with teachers 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/ resilience	Analysis of our assessments (including wellbeing survey results), attendance, behaviour and achievement data and discussions with students and families have identified social and emotional issues for many students such as anxiety, depression (diagnosed by medical professionals) and self-harm. This is partly driven by concern around lost learning

	<p>and examinations/future prospects. These challenges particularly affect disadvantaged students.</p> <p>Through our observations, analysis of Commitment to Learning data and knowledge of individual students 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.</p>
6. Behaviour concerns	<p>Through our observations, analysis of Commitment to Learning data and knowledge of individual students 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.</p>
7. Attendance	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been lower than for non-disadvantaged students.</p> <p>Of those that met the threshold, 15.9% of disadvantaged students have been 'persistently absent' (missing 10% or more of their education). This is not representative of their overall cohort. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress and is often due to emotionally based school refusal.</p>
8. Parental engagement	<p>Some families have difficulties in engaging with school and therefore developing the supportive relationships that assist their child's academic learning.</p>
9. Cost of Living	<p>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.</p>

## 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
1. Current progress of disadvantaged students is a priority on-entry and at each data collection.	Data analysis and target setting, to identify barriers in academic progression for our disadvantaged students, are built-in to the quality assurance and Assessment and Reporting cycles. The impact of which allows PP students to achieve strong outcomes, matching those of their peers and their cohort nationally.
2. Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on closing the gap in core subjects.	Key Stage 4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> <li>• an average Progress 8 score that is in line with their non-disadvantaged peers</li> <li>• the gap in grade 4-9 English and Maths is significantly reduced/ closed between disadvantaged and non-disadvantaged students</li> </ul>
3. Reduce variability in teaching and learning experiences across subjects including improved response to teacher feedback.	Assessments, work scrutiny, learning observations and discussion with disadvantaged students' evidence improved learning as a result of: <ul style="list-style-type: none"> <li>• whole-school consistency in classroom routines including retrieval opportunities to embed knowledge and opportunities for deliberate practice in the classroom</li> <li>• teacher knowledge of individual students through use of student data to plan learning and check understanding</li> <li>• improved student responses to teacher feedback with disadvantaged students more able to measure their own learning and identify next steps to make further progress</li> </ul>
4. To improve reading confidence among disadvantaged students at KS3 and KS4.	Reading test data shows improved reading ages, grammar, vocabulary and decoding and comprehension skills among disadvantaged students. Teachers will recognise this progress through their engagement with their work, confidence and an improved quality of oral contribution and written submissions.

<p>5. To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing as evidenced through:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• retention of the Optimus Wellbeing Award from July 2025 onwards</li> <li>• a significant increase in participation in enrichment/extra-curricular activities, particularly among disadvantaged students</li> </ul>
<p>6. To achieve and sustain excellent behaviour for learning for all.</p>	<p>Rigorous analysis of behaviour data demonstrate that disadvantaged students do not have a disproportionately high number of behaviour points in comparison to their non disadvantaged peers.</p> <ul style="list-style-type: none"> <li>• Evidence-based interventions will be strategically mapped and routinely monitored for impact</li> <li>• Triangulation of behaviour/C2L and safeguarding data will be reviewed termly</li> </ul>
<p>7. To achieve and sustain improved attendance for all students, particularly disadvantaged students.</p>	<p>Improved and sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all students being no more than national, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced/ removed</li> <li>• the percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no lower than their peers</li> </ul>
<p>8. To develop supportive relationships with families to proactively close the disadvantage gap</p>	<p>Design and 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:</p> <ul style="list-style-type: none"> <li>• PP students with low reading ages are given access to Literacy programmes which are shared with parents</li> <li>• Increase attendance and engagement of the families of PP students to Parent Evenings and workshops</li> </ul>
<p>9. Equitable access to financial support</p>	<p>Careful tracking of PP 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.</p>

Activity in this academic year: the following details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: **£45,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Collaborations with Maths Curriculum Leaders across the IMPACT Multi Academy Trust. Funded teacher release.</p>	<p>The DfE non-statutory KS3 guidance, produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches: <a href="http://www.gov.uk">Teaching Maths at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>‘Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn Maths and the difficulties they are likely to encounter, and how Maths can be most effectively taught.’ <a href="#">EEF Improving Maths in KS2 and KS3</a></p>	1,2,3
<p>Improving literacy in all subject areas in line with recommendations in the EEF guidance.</p> <p>We will fund professional development specifically focusing on disciplinary literacy, oracy and reading.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>‘Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English’ <a href="#">word-gap.pdf (oup.com.cn)</a></p>	1,2,4
<p>Reviews of teaching and learning will focus on key areas of pedagogy to improve student learning:</p> <ol style="list-style-type: none"> <li>1. teacher instruction (inc. Modelling)</li> </ol>	<p>‘A central feature of an instructional teaching process is for a teacher to show their students how to do something so that they can then do it themselves’. <a href="#">Securing Progress Through Modelling</a></p>	1,2,3,4

<p>2. checking for understanding (assessment and feedback)</p> <p>3. deliberate practice</p> <p>This will involve ongoing teacher CPD, coaching and release time</p>	<p>'Feedback done well supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.' <a href="#">EEF Teacher Feedback to Improve Pupil Learning</a></p>	
<p>Staff CPD on Reading strategies</p>	<p>Reading comprehension strategies enable students to learn a range of techniques including inferring meaning from context, summarising or identifying key points and monitoring their own comprehension. Reading comprehension strategies have high impact on average (+6 months). <a href="#">EEF Reading Comprehension Strategies</a></p>	<p>1,2,3,4</p>
<p>Use of reading programmes to improve literacy and oracy skills</p>	<p>NGRT Assessment and weekly Form Time Reading supports individual improvement in literacy and oracy skills, leading to targeted intervention through use of the Lexia Literacy Programme and LSA/Sixth Form Reading Mentors. <a href="#">EEF Reading Comprehension Strategies</a></p>	<p>1, 4</p>
<p>General approaches to assisting parents in supporting children's learning</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. <a href="#">EEF Parental Engagement</a></p>	<p>1,2,3,4</p>

## Targeted academic support

Budgeted cost: **£51,030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group GCSE English and Maths tuition with Learning Support Teachers and specialist tutors	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one <a href="#">EEF One to one tuition</a> and in small groups <a href="#">EEF Small group tuition</a>	1,2,3,4
Subscription to PiXL Secondary  Subject teachers employ and adapt raising standards resources and strategies for use in small group, targeted intervention.	Intervention implemented through a diagnostic therapy testing model to support students whose is lower than expected. <a href="#">EEF Small group tuition</a>	1,2,3,4,8
Supporting students with their independent learning via a daily Homework Club and revision sessions. Careful setting of appropriate, planned and structured homework tasks to provide a platform for progress.	The EEF toolkit shows that homework can have a positive impact at secondary level (+5 months). <a href="#">EEF Homework</a>	1,2,3,4,8
Provision of revision guides, academic texts, topic lists and exam resources to all Pupil Premium students and parents/carers	To support independent study and engage parental support. Ensuring that all Pupil Premium students have access to the materials and resources they require to succeed.	1,2,3,4,8
One-to-one or small group mentoring with senior leaders	'..it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or	All

	older peer can provide a different source of support.' <a href="#">EEF Mentoring</a>	
--	--------------------------------------------------------------------------------------	--

## Wider strategies

Budgeted cost £ 17,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support with academic trips and visits, including those which are a part of the culture of the school such as Year 7 Residential	Outdoor adventure learning typically involves outdoor experiences such as climbing or mountaineering. It usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge). Practical problem solving, explicit reflection and discussion of thinking and emotion are also involved. Outdoor learning studies also report wider benefits in terms of self-confidence and self-efficacy. It can also provide opportunities for disadvantaged students to take part in activities that they otherwise might not be able to access. <a href="#">EEF Outdoor adventure learning</a>	5,6,7,8,9
Pastoral staff receive training and release time to develop and implement raising attendance strategies and attendance monitoring procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  Embedding principles of good practice set out in DfE's <a href="#">Working together to improve school attendance</a> advice.	1,5,7,8
Increase parental engagement at Parents Evenings and targeted workshops	All PP parents/carers have priority booking to the Parents Evening system ahead of non-PP families to reduce barriers to attendance. PP students are targeted for attendance at Parents Evenings, Year group English and Maths workshops etc. and contact made in the event of absence. <a href="#">EEF Parental Engagement</a>	All
Disadvantaged students in KS4 and KS5 have priority support with student	'5% fewer degree apprentices are eligible for free school meals than those starting undergraduate study'; '..disadvantaged young people are 4.5 times less likely to become atop earner than someone who	All

destinations to raise aspiration and ambition	attended a private school'. <a href="#">The Sutton Trust</a>	
Contingency fund for acute issues.	Based on our experience, and those of similar schools to ours, we have identified a need to set aside a small amount of funding to enable a timely response to need that has not yet been identified.	All
Making funding streams available for families to obtain further help	Due to the cost of living, families are requesting increased support from the school, especially in regard to uniform, equipment and extra-curricular participation. Financial support will continue to be provided but through other avenues, such as the Hardship Fund, to ensure students have equitable access to their wider school experience.	9

**Total budgeted cost: £ 113,400**

## 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 2023-2024 academic year.

The 2024 GCSE results for disadvantaged students present both challenges and opportunities for growth. While the Progress 8 (P8) score for our pupil premium (PP) students was -0.19, reflecting a decline from the previous year's score of 0.29, this context highlights areas where we can focus our efforts to improve outcomes. Notably, there remains a gap of 0.59 compared to their non-disadvantaged peers, underscoring our commitment to closing this disparity.

When comparing LPGS results to national figures in 2023, we see a national Progress 8 score at -0.3 and the London Borough of Bromley at 0.4. This comparison helps us understand our position and the specific needs of our students.

The percentage of disadvantaged students achieving a grade 4 or above in both GCSE English and Maths decreased from 82% in 2023 to 55% in 2024. This, with a lower Average Point Score for these students, from 4.96 in 2023 to 3.84 in 2024 underlines this as a priority area of focus in all future assessments.

Our Learning Support Faculty continues to provide academic tuition on a one-to-one and small group basis in core subjects, demonstrating our dedication to tailored support for our disadvantaged students.

We recognise that overall attendance in 2023/24 was lower than 22/23 by 2.1%, and that the gap was greater for our disadvantaged students, at 2.6%. We view this as a crucial area for improvement therefore increasing attendance among our disadvantaged students is a key focus of our current plan. We are committed to addressing higher absence rates in some year groups and ensuring all students have the opportunity to thrive.

Wellbeing and mental health remain high priorities, especially given the challenges faced by disadvantaged students. We are focused on implementing strategies that support their holistic development, recognising the acute impact these issues can have.

Overall, while there are areas that require close attention, we are motivated to build on our successes and address the challenges ahead. We believe that with continued effort and dedication, we can foster an environment where all students can excel.

## Externally provided programmes

Programme	Provider
Reading literacy	<a href="#">Lexia</a>
Online Maths platform	<a href="#">MathsWatch</a>
GCSE curriculum, revision and assessment	<a href="#">GCSE Pod</a>
PiXL Raising Standards	<a href="#">PiXL</a>
Careers coaching	<a href="#">Future Frontiers</a>
Higher education and careers destinations platform	<a href="#">UniFrog</a>

## 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 academic intervention plan by providing information on the compulsory and optional support they will receive (including targeted intervention; how the curriculum will be delivered, and what is expected of them). This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- 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 confidence, resilience, 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, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage are regularly used to inform our planning. We employ the [EEF's implementation guidance](#) to help us to monitor and develop our strategy to ensure the aims of which are achieved.

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 secure the strongest of outcomes for our students.