



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	11823 (7-13)
Proportion (%) of pupil premium eligible pupils	114 of 1153 (9.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	08/11/25
Date on which it will be reviewed	08/11/26
Statement authorised by	S Munday
Pupil premium lead	T Butterworth
Governor / Trustee lead	Cyra Mutesi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,305.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£136,305.00

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Part A: Pupil premium strategy plan

Statement of intent

As part of the Impact Trust, we believe in 4 Core Values

- **Ambition** we have high aspirations for our children and strive to do our very best.
- **Inclusion** we care about the whole child, and everyone will feel that our Trust is a place where they are valued, respected, safe and happy.
- **Collaboration** we are stronger together and collaborate generously to ensure the long-term success of our children, our staff, our schools and the communities we serve.
- **Trust** we build trust by acting with integrity and kindness and by putting children first.

As a school this can be seen in:

At LPSB, we make sure our support is **Targeted, Timely and Tailored** (the three T's)

- **Targeted** Provide support based on individual needs.
- **Timely** Intervene early when progress stalls.
- **Tailored** Adapt approaches to each student's strengths and weaknesses.
- Our commitment is that all students at Langley Park School for Boys achieve highly and make excellent progress across the curriculum, regardless of their background and barriers to learning.
- Our Pupil Premium Strategy aims to support all disadvantaged students across the school. Our Targeted, Timely and Tailored Pupil Premium Policy, where PP students are given priority consideration, ensures that these students receive Quality First Teaching, appropriate additional academic support where required, alongside a strong programme of wider strategies including pastoral support and a diverse extra-curricular offer.
- Quality-First Teaching is the biggest driver for the progress of Pupil Premium students and research shows that they make substantial additional progress in comparison to their non-disadvantaged peers when they have high quality teaching. Our Teaching and Learning programme ensures that Pupil Premium students have access to the academic support and cognitive challenge they require, with a focus on high quality questioning and feedback and work to develop understanding of memory and recall.
We are committed to prioritising opportunities for high-quality talk and active learning to develop oracy skills among disadvantaged students. This includes structured classroom dialogue, debate, and collaborative tasks that foster confidence, critical thinking, and communication.
- We have worked alongside several organisations to ensure that our provision is diverse and robust, including Future Frontiers.
- The approach at Langley Park School for Boys is driven by our analysis of data within each cohort, ensuring that we have a clear understanding of every student's needs. Our Pupil Premium Annual Reviews (Growth and Guidance meetings), alongside our reporting data, give a clear picture of areas where intervention is required. These are based on robust diagnostic assessment, and not on assumptions about disadvantaged students' needs.



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- Our commitment to ensuring Pupil Premium students have access to outside educational trips such as Youlgreave, Dover and Borrowdale, alongside encouragement and the monitoring of participation in extra-curricular activities ensures that students feel part of their community and are more likely to achieve as a result.

We are committed to:

- Ensuring that all disadvantaged students have access to Quality First Teaching.
- Providing disadvantaged students with the academic support they need through an extensive programme of tuition and intervention.
- Adopting a Targeted, Timely and Tailored Policy to ensure that all staff work collaboratively and with high expectations to raise the attainment of all students, regardless of their background.

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Challenges

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

Challenge number	Detail of challenge
1 Literacy	The literacy levels of disadvantaged students at Langley Park School for Boys vary. While some students are working below age-related expectations and require targeted intervention, others are reading at or above expected levels and do not need additional support. All Pupil Premium students are invited to attend literacy booster sessions, with attendance made mandatory for those identified through diagnostic assessment as needing intervention. These sessions aim to build reading confidence, improve comprehension, and support access to the wider curriculum, particularly for those whose literacy challenges may affect progress in other subjects.
2 Numeracy	The numeracy attainment of disadvantaged students at Langley Park School for Boys varies across the cohort. While some students are working below age-related expectations and require targeted intervention, others are performing in line with or above their expected progress. All Pupil Premium students are invited to attend numeracy booster sessions, with mandatory participation for those identified through diagnostic assessment as needing additional support. These sessions aim to strengthen core mathematical skills, build confidence, and ensure students are equipped to access the full curriculum, particularly in preparation for securing a Grade 4 or above in GCSE Maths.
3 Oracy	Limited opportunities for structured talk and oral expression can hinder confidence, engagement, and deeper understanding for some disadvantaged students. Developing oracy is not only vital for future employability but also for learning itself: it strengthens disciplinary literacy by enabling students to use subject-specific vocabulary accurately, articulate reasoning, and engage critically with ideas. High-quality talk supports metacognition, as students learn to explain their thinking and reflect on strategies, and it fosters active learning through collaborative dialogue and debate. These skills underpin success across the curriculum, helping students to access complex texts, construct well-reasoned arguments, and develop the cognitive flexibility required for higher-order thinking.
4 Progress at Key Stage 4	The progress of disadvantaged students at Key Stage 4 varies across the cohort. While some students are exceeding both national and school benchmarks, others face additional barriers that require targeted support to help them meet their academic potential. Our data and student voice indicate that some disadvantaged learners benefit from further guidance around revision strategies and confidence-building, particularly in seeking help when needed. Our approach ensures that these students receive timely and tailored support to close gaps and sustain progress, while celebrating the achievements of those already performing strongly.



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Challenge number	Detail of challenge
5 Careers and Transition	<p>Disadvantaged students at Langley Park School for Boys experience a range of outcomes when navigating key educational transitions. While many are confident and successful in securing appropriate post-16 and post-18 pathways, others face additional barriers – such as limited role models at home, financial concerns, or uncertainty about available options. To address this, all Pupil Premium students receive tailored careers support, including guaranteed access to work experience placements and the Future Frontiers programme, which provides direct mentoring from industry professionals. These interventions are designed to raise aspirations, build confidence, and remove barriers, ensuring every student is equipped to make informed and ambitious decisions about their future.</p>
6 Well-being, self-regulation and motivation	<p>In line with national research, motivation remains one of the key barriers to learning for some disadvantaged students. While many Pupil Premium learners at Langley Park School for Boys demonstrate strong self-regulation and drive, others benefit from additional support to sustain focus and overcome challenges in the classroom. This variation reflects broader findings that students from disadvantaged backgrounds may experience lower levels of academic motivation due to complex social and cognitive factors.</p> <p>To address this, all KS4 and KS5 students have received training from neuroscientist TJ Power on the DOSE effect – a framework centred on boosting the brain’s natural chemicals (Dopamine, Oxytocin, Serotonin, Endorphins) to improve motivation, energy levels, and mental wellbeing. These sessions have equipped students with practical strategies to manage low energy, build resilience, and develop healthy habits that support learning. This proactive approach ensures that students are not only aware of the science behind motivation but are also empowered to take ownership of their mindset and progress.</p>
7 Attendance	<p>Attendance among disadvantaged students at Langley Park School for Boys is generally strong, with the majority attending in line with or above national expectations. Within our relatively small Pupil Premium cohort, a small number of students with complex needs – often involving medical, social, or emotional factors – require more intensive support. The school works closely with families and, where appropriate, external agencies to provide tailored interventions that promote sustained engagement. While these individual cases can disproportionately affect overall attendance figures, our strategic and compassionate approach ensures that every student is supported to attend regularly and thrive.</p>
8 Extra – curricular engagement	<p>Nationally, disadvantaged students are statistically less likely to participate in enrichment activities due to financial and social barriers. However, at Langley Park School for Boys, our extensive and inclusive extra-curricular offer – combined with strong pastoral encouragement – ensures that the vast majority of Pupil Premium students engage meaningfully with clubs, societies, performing arts, and educational visits. Heads of Year actively promote participation through assemblies, tutor time, and Growth and Guidance meetings, with regular audits to monitor and support engagement.</p>
Challenge number	Detail of challenge



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9 Teacher Feedback	Evidence shows that disadvantaged students benefit particularly from teacher feedback to recognise their strengths and identify areas for improvement.
10 Cost of Living	The school recognises that financial hardship presents significant barriers to educational access and enrichment. In recent years, the rising cost of living has placed increasing pressure on family budgets, leading to a notable rise in requests for support with essential educational costs. National research by the National Foundation for Educational Research (NFER) found that 84% of school leaders reported an increase in both the number of pupils requiring additional support and the level of need among those pupils , particularly in schools serving disadvantaged communities.
11 Ongoing impact of Covid	The impact of COVID-19 on student learning continues to be felt across Key Stages 3 and 4. National research from the Education Endowment Foundation (EEF) and the Institute for Government confirms that students who experienced prolonged disruption during the pandemic – particularly those from disadvantaged backgrounds – entered secondary education with lower baseline knowledge and reduced application of core skills compared to previous cohorts. While many students at Langley Park School for Boys have made strong progress, we recognise that some learners still require targeted support to close gaps in foundational understanding and confidence.



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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
Improve the attainment of all disadvantaged students in Key Stage 3 and 4 in English and Maths	By the end of our current strategy plan in 2025/26, disadvantaged students will consistently achieve outcomes in English and Maths that are in line with those of their non-disadvantaged peers in both internal assessments and external examinations. Progress will be evident not only in data but also in classroom engagement, confidence, and the quality of work produced. Teachers will recognise this through improved participation, self-assessment, and work scrutiny, reflecting a culture of high expectations and academic ambition for all learners, regardless of background.
Improve reading confidence among disadvantaged students at KS3 and 4	By the end of our current strategy plan in 2025/26, disadvantaged students will demonstrate significantly improved reading confidence and comprehension, as evidenced by progress in reading age assessments and classroom performance. Teachers will observe this through increased engagement with texts, greater willingness to contribute to discussions, and improved quality of written responses. Our targeted literacy interventions, including booster sessions and diagnostic support, will ensure that all students – regardless of starting point – develop the reading skills necessary to access the full curriculum and achieve academic success.
Improve oracy and active participation across the curriculum	By 2025/26, disadvantaged students will demonstrate improved oracy skills through active participation in classroom discussion, presentations, and collaborative learning. Success will be measured through teacher observation, student voice, and engagement in oracy-focused activities.
Improved clarity and confidence of disadvantaged students around career goals and pathways	By the end of our current strategy plan in 2025/26, all disadvantaged students will have a clear, ambitious, and well-supported pathway in place, including contingency plans where appropriate. Our outstanding careers team ensures that every student in Year 10 and Year 12 secures a meaningful work experience placement, with Pupil Premium students prioritised for personalised guidance and support. Through our partnership with Future Frontiers and a structured careers programme spanning all year groups – from career postcards in Year 7 and STEM workshops in Year 8, to GCSE options guidance in Year 9 and post-16 transition support in Year 11 – students receive timely, targeted, and tailored input at every stage. Regular one-to-one meetings ensure that barriers are identified early and addressed effectively, enabling all students to make informed, confident decisions about their future.
Intended outcome	Success criteria
	Our annual careers fair, featuring a wide range of employers, universities, and training providers, gives students direct access to real-world opportunities and advice. This is further enhanced by our strong alumni network, which provides

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	inspirational role models and insight into diverse career pathways. Together, these elements ensure that disadvantaged students are not only well-informed but also empowered to pursue ambitious and purposeful futures.
Improve metacognition of disadvantaged students, including a clear understanding of the role of memory and recall in learning	By the end of our current strategy plan in 2025/26, disadvantaged students will demonstrate a confident and reflective approach to learning, underpinned by a clear understanding of cognitive processes such as memory, recall, and self-regulation. Through book looks, learning walks, and student voice, it will be evident that these students can articulate how they learn, identify effective revision strategies, and take ownership of their progress. Our targeted interventions and self-assessment opportunities, ensures that disadvantaged learners are equipped with the tools to become independent, resilient, and strategic thinkers.
Ensure that disadvantaged and non-disadvantaged students who have experienced learning loss as a result of the pandemic are given appropriate support in core subjects	By the end of our current strategy plan in 2025/26, students who have experienced pandemic-related learning loss – particularly those from disadvantaged backgrounds – will demonstrate sustained progress in English and Maths through a coordinated programme of support. This includes targeted booster sessions, regular reading checks, and small-group tuition delivered by Trust-employed Maths tutors. Our approach is joined-up and responsive, with close collaboration between the English, Maths, and SEND teams to ensure that interventions are tailored to individual needs. This ensures that students receive the right support at the right time, helping them to rebuild foundational knowledge, close gaps, and thrive academically.
Improve the confidence, wellbeing and resilience of our disadvantaged learners	<p>By the end of our current strategy plan in 2025/26, disadvantaged students will demonstrate increased confidence, emotional resilience, and engagement with school life, as evidenced through student voice, parent surveys, and teacher observations. Langley Park School for Boys offers a wide-ranging and proactive wellbeing programme, including access to trusted adults and MHWB leads (identified by green lanyards), an on-site counsellor, and a strong pastoral team. KS3 students benefit from initiatives such as Breakfast Club, which supports those struggling with attendance and morning routines, while KS4 and KS5 students receive targeted input through TJ Power's DOSE framework, helping them understand and manage motivation, energy levels, and mental health. This training is also shared with parents via online sessions to ensure joined-up support.</p> <p>Growth and Guidance meetings provide opportunities for students and families to reflect on progress and wellbeing, with Pupil Premium students prioritised for additional mentoring and check-ins. This targeted, timely, and tailored approach ensures that every student is known, supported, and empowered to thrive both academically and personally.</p>
Intended outcome	Success criteria
Ensure that all disadvantaged students have parity of access	Langley Park School for Boys offers a rich and diverse programme of extra-curricular activities, including clubs, societies, performing arts, and educational visits. All students, including those eligible for Pupil Premium, are actively



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<p>to extra-curricular provision and educational visits</p>	<p>encouraged to participate through assemblies, tutor time, and personalised [PP] Growth and Guidance meetings led by Heads and Assistant Heads of Year. Participation is regularly audited to ensure equity of access and engagement. Where financial barriers exist, the school provides targeted support, including subsidised music and LAMDA tuition, and funding for key residential trips such as Youlgreave (Year 8), Dover (Year 9), and Borrowdale. By the end of Key Stage 3, all students will have had the opportunity to participate in major school performance events, including the annual Carol Service at St George's Church and the Gala Concert held in our Performance Hall. While some disadvantaged students may require additional encouragement or support to engage, our inclusive and responsive approach ensures that all students have the opportunity to benefit from the full breadth of our enrichment offer.</p>
<p>To achieve and sustain improved attendance for all our disadvantaged students</p>	<p>Nationally, attendance remains a key challenge for some disadvantaged students, often influenced by complex personal, social, and economic factors. At Langley Park School for Boys, however, the majority of Pupil Premium students attend regularly and in line with their peers. Within our small disadvantaged cohort, a small number of students with more complex needs require additional, tailored support. We work closely with families and, where appropriate, external agencies to remove barriers and promote sustained engagement.</p> <p>Our approach is proactive and personalised. Students are supported through a network of trusted adults, MHWB leads (green lanyards), and an on-site counsellor. Pastoral teams monitor attendance closely and intervene early, including through initiatives such as Breakfast Club, which helps KS3 students struggling with morning routines. Growth and Guidance meetings provide regular opportunities for student and parent voice, ensuring that support is responsive and coordinated. This targeted, timely, and tailored strategy ensures that every student is known, supported, and encouraged to attend consistently and thrive.</p>
<p>To improve the quality of written and verbal feedback for disadvantaged students</p>	<p>By the end of our current strategy plan in 2025/26, disadvantaged students will consistently receive high-quality, personalised feedback that enables them to clearly articulate their progress, identify areas for improvement, and take ownership of their learning. Teachers will use targeted strategies – developed through whole-school CPD on assessment and feedback – to ensure that feedback is timely, specific, and actionable.</p>

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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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Appointment of additional English and Maths teacher to reduce class sizes	Reducing class size has a positive impact of an average of +2 months per year. The gains from smaller class sizes come from the increased flexibility for organising learners and the quality and quantity of feedback students receive. Reducing class size EEF (educationendowmentfoundation.org.uk)	1, 2
2. Whole staff CPD on Memory and Recall to improve Quality First Teaching and develop metacognition skills in staff and students	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies to do with cognition and motivation. The potential impact of metacognition and self-regulation approaches is high -(+7 months additional progress) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
3. Whole staff CPD on Assessment and Feedback strategies	Feedback redirects or refocuses the learner's actions to achieve a goal by aligning effort and activity with an outcome. Providing feedback is a well-evidenced strategy that has high impact on learning outcomes. Impacts of feedback are highest when it is delivered by teachers. Feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 8
4. Develop classroom dialogue and oracy strategies	Whole-staff CPD on oracy strategies to embed purposeful talk in lessons (e.g., think-pair-share). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 4, 9

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Activity	Evidence that supports this approach	Challenge number(s) addressed
5. Whole staff CPD on Reading strategies	<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).</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 5
6. Programme of Year 11 Period 0 classes in English, Maths and Science to improve outcomes in core subjects	<p>Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and trained staff are clearly linked to academic benefits. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
7. Programme of Year 11 Period 6 classes in all subjects to improve outcomes	<p>Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and trained staff are clearly linked to academic benefits. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
8. Use of reading programmes to improve literacy and oracy skills	<p>Inclusion of Star Reader, NGRT and Bedrock support ongoing individual improvement upon Literacy and Oracy skills, leading to intervention where required.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1
9. Disadvantaged students have the most effective teachers	<p>Review of teachers teaching Disadvantaged students in Year 7, 10 and 11.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,5,8

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Programme of Breakfast Boosters in English in Maths for PP students in KS3</p> <p>Targeted intervention is in place for disadvantaged students below stanine 5 in Secondary.</p> <p>Targeted intervention is in place for disadvantaged students who arrive at Secondary school below the national expected progress at Primary.</p>	<p>Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and trained staff are clearly linked to academic benefits. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p>Extending school time EEF educationendowmentfoundation.org.uk</p>	1, 2, 3
<p>2. Programme of one-to-one tuition for Year 11 PP students; academic and pastoral mentors from within the school and externally where available.</p>	<p>One to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective way of providing targeted support for pupils who are identified as having low prior attainment or who are struggling in particular areas.</p> <p>One to one tuition EEF educationendowmentfoundation.org.uk</p>	1, 2, 3, 5
<p>3. Provision of additional academic resources and revision guides for all PP students through regular communication with teachers and families</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement and aspirations are important for pupil outcomes, and regular communication is key to this.</p> <p>Parental engagement EEF educationendowmentfoundation.org.uk</p>	1, 2, 3, 6



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Activity	Evidence that supports this approach	Challenge number(s) addressed
4. Careers interviews for students eligible for Pupil Premium	<p>Careers interviews are key in helping to close the gap in destinations between young people from disadvantaged backgrounds and others. A structured careers programme of interviews, role models and work experience can particularly benefit students from disadvantaged backgrounds. Face-to-face careers guidance is key for young people to make successful transitions. This is particularly useful for children from disadvantaged backgrounds.</p> <p>DRAFT Careers Statutory Guidance (publishing.service.gov.uk)</p>	4
5. Easter School	<p>Yr 11 Pupil Premium students will be given further intervention support in small groups during an Extended Easter Revision window during the Easter Holidays. This further support, just before their exams will help them to hone their skills further.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5
6. Structured Revision Programme	<p>Yr 11 Pupil Premium students will continue to be given expert coaching and learning throughout the whole of the exam window to enhance their confidence and hone their skills in the upcoming Summer window; including throughout their Summer examinations</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5

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

Budgeted cost: £79.864

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Future Frontiers workshops and mentoring	<p>Their programme includes one-on-one mentoring, where trained volunteers work with students to set goals and explore career paths, along with structured workshops that focus on building confidence and skills for future employment. These workshops to raise aspirations are part of our programme to address barriers to learning relating to confidence and wellbeing. Aspiration interventions can be beneficial to students, but it is important to recognise that the aspirations in disadvantaged communities are diverse. Ensuring that students have the knowledge and skills to progress towards their aspirations is also key.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>These workshops also address social and emotional learning (SEL) to improve pupils' decision-making skills, interaction with others and self-management of emotions. SEL approaches have a positive impact of, on average, 4 months' additional progress in academic outcomes over the course of an academic year</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3, 5, 6
2. Subsidised music and LAMDA tuition for PP students	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts engagement is also valuable in itself for cultural capital. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education Arts-based approaches can also have wider impacts such as improvements in engagement, increased well-being and more positive attitudes to learning.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	3, 6, 7

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3. Financial support with academic trips and visits, including those which are a part of the culture of the school such as Dover Camp and Youlgreave</p>	<p>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 pupils to take part in activities that they otherwise might not be able to access.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 7</p>
<p>4. Pupil Premium Growth and Guidance Meetings / Annual Reviews (parent and student voice). Exploration of learning barriers and the setting of actionable targets.</p> <p>Students to be screened from year 9 onwards for examination support</p>	<p>Knowledge of disadvantaged students and their barriers to learning is key to their success. Growth and Guidance meetings record strengths and needs of each individual so that support can be personalised. These Annual Reviews ensure that the pastoral team act as role models to our disadvantaged students, engaging them in conversations about their progress and setting ambitious targets for the academic year. Screening of PP students from Year 9 for external exam provision and support will aide in students being able to acclimatise to the exam conditions provided for them.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5, 7</p>
<p>5 Raising achievement evenings.</p> <p>Parent talks, opening Parent Evening slots up earlier</p>	<p>Inclusion of parents and families in helping to educate their child in line with the values, systems and processes of the school is vital in ensuring each student has a clear message and path to follow. School to follow up on engagement of parents with the different opportunities open for them</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5,6</p>

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Activity	Evidence that supports this approach	Challenge number(s) addressed
6 Making funding streams available for families to obtain further help	<p>Due to cost of living, families are asking more financially from the school, especially in regard to uniform, equipment and extra-curricular kit. This will still be provided but through other avenues, such as the hardship fund to ensure students still obtain high levels of engagement in the school community.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	9
7 Attendance reviews for students with less than 96% attendance	<p>Strong attendance is a key driver of student success – not only academically, but also in fostering a sense of belonging, purpose, and engagement with school life. At Langley Park School for Boys, we recognise that regular attendance is essential for students to thrive, and we take a proactive, personalised approach to supporting it. The launch of our 'Super 7s' initiative enables senior staff to mentor small groups of students with emerging attendance concerns, offering tailored guidance and encouragement. This sits alongside our wider pastoral strategy, which includes trusted adults, MHWB leads, and targeted interventions such as Breakfast Club for KS3 students who struggle with morning routines. Together, these measures ensure that attendance is not only monitored but meaningfully supported, helping every student feel valued and motivated to be part of the school community.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	6

Total budgeted cost: £136,305.00



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Awaiting 2025 validated data

LPSB KS4 School GCSE Outcomes 2024

Progress 8 for score	+0.40
Average Attainment 8 Score	55.89
% of pupils entering English Baccalaureate	52%
% of pupils achieving grade 5 or above in English and Maths	70%

National School GCSE Outcomes 2024

Average Attainment 8 Score	46.8
% of pupils entering English Baccalaureate	46%
% of pupils achieving grade 5 or above in English and Maths	60%

LPSB KS4 Disadvantaged GCSE Outcomes 2024

Number of disadvantaged pupils in the Progress 8 score	14
Progress 8 score for disadvantaged pupils	-0.29
Average Attainment 8 score per disadvantaged pupil	43.39
% of pupils entering the English Baccalaureate	29%
% of pupils achieving grade 5 or above in English and Maths	46%

At LPSB, our aim last year was to continue to close the learning gap created by the school closures resulting from the COVID-19 pandemic. We also aimed to reduce the attainment gap between PP and non-PP students. The gap has closed considerably recently from -0.76 (2022) to -0.31 (2023) to -0.29 (2024). Attainment improved in English and Maths for Disadvantaged students between 2022 to 2023 and remained largely consistent in 2024; our students attaining 38% (2022) to 48% (2023) and 46% (2024) at level 5+.

We provided targeted support for underperforming and disadvantaged KS3 students through our **Breakfast Booster programme** in literacy and numeracy. This initiative not only addressed academic gaps but also supported attendance and wellbeing, with breakfast provided to help students start the day positively. Staff worked closely with students to identify learning needs and deliver tailored interventions, supported by regular reading checks and the booster sessions in English and Maths.

Our **Growth and Guidance [Annual Review] Meetings** ensured a personalised approach, identifying each student's strengths and barriers to learning. It also empowered students to set clear, actionable targets, enabling them to take ownership of their learning and drive meaningful improvements in their outcomes. These tools enabled staff to plan and deliver support that was targeted, timely, and tailored – our guiding principles for Pupil Premium provision.



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We operate an **in-house tutoring programme**, including small-group Maths tuition delivered by Trust-employed tutors, and collaborate closely with the SEND team to ensure joined-up support for students with additional needs. Academic resources, including revision guides, were provided to all Pupil Premium students to support independent study both in school and at home.

Progress was monitored through **data drops** and **round-the-table discussions**, allowing staff to respond swiftly to emerging needs. **Period 0 and Period 6 sessions** extended the school day for Year 11 students, offering additional teaching time in core subjects. Year 11 Pupil Premium students were also assigned senior teachers as individual **mentors** to track progress and provide pastoral support. For Year 13, our **Academic Support Programme** continued to ensure sustained academic input in preparation for final exams.

Staff received training on **Quality First Teaching**, with a focus on literacy, reading, feedback, and assessment strategies to ensure disadvantaged students benefit from high-impact classroom practice. Our careers provision was equally strong: all Year 10 Pupil Premium students participated in the **Future Frontiers Careers Coaching Programme**, gaining direct access to industry professionals and personalised guidance.

In addition, KS4 and KS5 students received training from neuroscientist TJ Power on the **DOSE framework**, equipping them with practical strategies to manage motivation, energy levels, and mental wellbeing. This was complemented by an online session for parents to ensure consistent support at home.

Staff CPD has included sessions on motivation, adaptive teaching and embedding diversity. **Peps McCrea** explored how motivation can be deliberately cultivated through clear routines, success-driven tasks, and a strong sense of belonging. His framework helps teachers design lessons that engage all learners, especially those who are under-resourced or lack educational confidence. **Gary Aubin** focused on embedding evidence-informed strategies to improve outcomes for students with SEND, using the EEF's 'Five-a-day' model (explicit instruction, scaffolding, metacognition, flexible grouping, and technology). These strategies promote access for all as part of our inclusion strategy. His session emphasised practical, sustainable approaches that can be integrated into everyday teaching to support inclusion and raise attainment for all learners. **Bennie Kara** focused on embedding diversity meaningfully across the curriculum, encouraging staff to utilise representation and challenge dominant narratives. Her session empowered teachers to audit and adapt their subject content to reflect a broader range of voices and lived experiences.

Together, these strategies reflect a deeply embedded culture of care, ambition, and academic excellence for all students – particularly those from disadvantaged backgrounds.



Pupil Premium Strategy Statement

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Careers Coaching	Future Frontiers
Work Experience Programmes	InvestIN
Careers guidance	Unifrog
Support with A-Level STEM subjects and Psychology and Economics	Up Learn
Duke of Edinburgh - Bronze and Silver Award	Duke of Edinburgh Scheme
Cognitive Wellbeing and Motivation Coaching	DOSE Lab (TJ Power)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
There are two service PP children – both were invited to breakfast booster sessions, and had trips to Dover and Youghreave paid for
The impact of that spending on service pupil premium eligible pupils
Increased confidence and feeling of being part of the school community