

Langley Grammar School



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and review the impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	907 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	David Harding Headteacher
Pupil premium lead	Jo Holdsworth Deputy Headteacher
Disadvantage champion	Kimberley Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,650
Pupil premium funding carried forward from previous years	£1,517
Total budget for this academic year	£57,167

Part A: Pupil premium strategy plan

Statement of intent

Our disadvantage strategy begins with our whole school ethos and excellent academic outcomes and broad personal development for all students irrespective of their backgrounds. The responsibility for disadvantaged students' outcomes and raising expectations of what they can achieve is devolved to all school staff. We will continue to develop and maintain this culture of accountability by securing a school-wide understanding of the impacts of disadvantage and our priorities for ensuring all students thrive.

The proportion of disadvantaged students at Langley Grammar School is relatively low; however, research suggests that academically able students from disadvantaged backgrounds are most at risk of under-performing (Cullen, Dytham and Hayden, 2018). Our strategy aims to implement evidence-based approaches, tailored to our school context in order to support every student to achieve as well as they can. We know that our disadvantaged students are not a homogenous group; therefore, our pupil premium strategy responds to the assessment of individual needs, rather than assumption or generalisation.

At the heart of our strategy is our ongoing commitment to providing high quality teaching for all. This focus is supported by extensive research which identifies high quality teaching as the single most important lever to improve outcomes for disadvantaged students (see Sutton Trust 2024 and Social Mobility Commission 2023), while simultaneously benefiting non-disadvantaged students within the school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside that of their disadvantaged peers.

Our tiered approach also encompasses strategies that create opportunities for personal development, aligning with our school ethos to support all pupils to become young adults who are confident and well-rounded, independent and creative, responsible and caring. Wider strategies also include an offering of varied cultural enrichment opportunities and the removal of financial barriers to participation.

Our approach is data-informed through closely and robustly monitoring student attainment and rigorously evaluating emerging barriers to learning and needs, we are able to intervene early and refine our strategy to best respond to the individual learning needs of our disadvantaged students.

We are conscious that the current cost-of-living crisis has resulted in an increasing number of families living with a low income or experiencing periods of financial hardship. Therefore, it is important that our strategy also supports families within our school community facing financial difficulties for whom pupil premium funding is not allocated to the school. Our approach is driven by empathy, respect and the desire to alleviate any stigma associated with seeking and accepting support by building positive relationships. Families can contact the school in confidence when requesting support.

Challenges

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

Challenge number	Detail of challenge
1.	In the DfE publication 'Supporting the attainment of disadvantaged pupils' (2015), school 'risk factors' were identified relating to schools with a lower proportion of disadvantaged pupils. These included disadvantaged students becoming 'lost' in the system, staff having lower expectations of these students or conversely avoiding exploring their barriers to learning for fear of stigmatising them.
2.	Our observations suggest a number of academic challenges, highlighting a need to support students in developing metacognitive skills, independent learning skills and revision strategies, as well offering targeted intervention where appropriate. Vocabulary deficits will be closed through a knowledge and language rich curriculum.
3.	Our discussions with students and parents highlight various practical and circumstantial barriers, including access to IT and digital learning, resources, independent study spaces conducive to learning, school uniform and enrichment opportunities.
4.	One-to-one discussions with students and observations highlight dispositional factors relating to students' attitudes, expectations and perceptions. Personal development opportunities and engagement in wider school life should enable students to build self-confidence and continue to raise aspirations. Our observations and discussions also suggest that the ongoing impact of COVID-19 on young people's mental health and wellbeing could be a barrier to disadvantaged students' progress.

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. Disadvantaged pupils perform to a similar level to the rest of the cohort across the curriculum at the end of KS4.	By the end of our current plan in 2027/28 the progress and attainment of disadvantaged students will be in line with their peers.
2. To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained high levels of well-being by 2027/28, will be demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
3. Improved literacy in all subject areas.	Teacher reports and class observations will suggest that disadvantaged students have developed greater word consciousness and expanded subject specific vocabulary when compared with their starting points.
4. Cultivate opportunities for enhancing cultural capital through extra-curricular and enrichment activities.	The school will maintain high levels of engagement in extra-curricular clubs amongst all students, particularly those who are disadvantaged. Student voice will demonstrate that students are satisfied by the breadth of enrichment activity offered, and is used to highlight opportunities to develop our offering further in response to areas of student interest. All disadvantaged students will be involved in extra-curricular activities.
5. Improved digital literacy as a tool for generative learning across all subject areas.	<p>Teacher reports and class observations will suggest that disadvantage students have increased confidence using technology, and are producing outcomes indicative of generative learning.</p> <p>We will ensure that every student has equitable access to technology for learning at home and in school by utilising our iPad pool and supplying individual pupil premium funded iPads to identified students for whom access to technology may pose a barrier to learning.</p>
6. Destination outcomes at the end of Year 13 will be consistent amongst disadvantaged and non-disadvantaged students.	Destination data will evidence that students from disadvantaged backgrounds will be in line with the rest of the cohort in terms of the proportion attending higher education.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above

High quality teaching (for example: CPD, recruitment and retention)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils.</p> <p>Subject Leaders to identify subject specific CPD needs across their team and then plan out how dedicated INSET time can be best used to meet these over the course of the year.</p>	<p>Coe et al. (2020) argue that helping teachers understanding subject content is one of four key priorities for improving teacher effectiveness.</p> <p>Evidence Based Education's Great Teaching Toolkit summarises high quality evidence on improving teacher effectiveness, synthesising a range of reviews. They summarise that great teachers understand the content they are teaching and how it is learnt; create a supportive environment for learning; manage the classroom to maximise opportunity to learn and present content, activities and interactions that activate their students' thinking.</p> <ol style="list-style-type: none"> What makes great teaching? Review of the underpinning research (Coe et al., 2014) Principles of Instruction (Rosenshine, 2010) Improving Quality in Education: Dynamic Approaches (Creemers & Kyriakides, 2011) Effective Teaching: A review of research and evidence (Ko et al., 2013) State of the art – teacher effectiveness and professional learning (Muijs et al., 2014) Teacher quality and student achievement (Darling-Hammond, 2000) Improving students' learning with effective learning techniques (Dunlosky et al., 2013) Visible Learning for Teachers (Hattie, 2012) 	1, 2
<p>Professional Development in Pedagogy and Practice</p> <ul style="list-style-type: none"> This theme will be delivered through our Teaching and Learning Communities (TLCs). Each Community consists of teachers from the same or similar subject disciplines with different levels of experience. The common goal is supporting each other to improve practice, focusing on the 'what' of great teaching (from the LGS 'Excellence in Teaching' framework), and the 'how' of great teaching (from the WalkThrus). We want to develop high levels of trust within each group and collective accountability. TLCs are safe environments where colleagues can contribute 	<p>1. ECTs: Sessions for Year 1 and 2 ECTs to complement the study materials covered in the ECF training programme. This will support work towards evidencing and meeting the Teaching Standards as part of the formal induction process.</p> <p>2. TLCs for all teaching staff, based on the WalkThrus books.</p> <ul style="list-style-type: none"> As part of our ongoing commitment to evidence-informed professional development, we are adopting the <i>WalkThrus</i> resources by Tom Sherrington and Oliver Caviglioli to support and structure these TLCs. The WalkThrus are a highly accessible and practical toolkit designed to help teachers embed research-based teaching strategies into their everyday practice. Each WalkThru presents a key pedagogical strategy in a five-step visual format, making complex ideas easy to understand and apply. The five-step structure is consistent 	1, 2

<p>openly and experiment with new ideas. We want TLCs to be genuine powerhouses of expertise and pedagogical development for our school. Each TLC will be led by one of our Lead Practitioners or TLC Leaders and will meet periodically through the year.</p> <ul style="list-style-type: none"> Each session will provide time for colleagues to re-connect, review progress, engage with practical strategies and research-informed practice and action plan. Between sessions colleagues will be expected to put ideas into practice and support each other through peer lesson visits, where teachers will invite colleagues to observe how strategies are implemented and provide feedback. The TLC model is designed to allow for a cycle of continual improvement, adapted from Kolb's experiential learning cycle as summarised in the diagram. 	<p>across all WalkThrus, providing clarity and a common language for teaching and learning. The content is grounded in robust research and best practice from cognitive science, instructional coaching, and classroom management.</p> <ul style="list-style-type: none"> The WalkThrus are not prescriptive checklists but professional learning tools designed to spark discussion, reflection, and continuous improvement. They are intended to be used in an adaptive way, to allow for specific school and subject contexts, and so the overarching technique 'ADAPT' is encouraged (Attempt, Develop, Adapt, Practice, Test), until the pedagogical strategy works for you in your classroom. They support individual and team-based development, facilitating instructional coaching, peer observation, and collaborative planning. By using WalkThrus, we aim to explore 'how' to ensure we are delivering on the 'what' of great teaching specified in the Excellence in Teaching framework. The consistent language offered in the strategies in the WalkThrus should promote a shared understanding of effective teaching, enable purposeful practice, and provide a consistent framework for feedback and development across the school. This approach empowers staff to focus on specific areas of practice, revisit key strategies over time, and build sustainable habits that improve outcomes for all learners. 	
<p>Improving literacy in all subject areas in line with the recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Building upon our previous participation in the Slough Continuity Project, ongoing support will be given to Subject Leaders and teams to continue to develop and embed disciplinary literacy. The Disciplinary Literacy Lead will meet with departments to explore ways of improving student engagement, ensure greater consistency within the department and explore ways of moving disciplinary literacy forward. This encompasses reading, writing and oracy.</p>	<p>Research shows that in order to increase academic attainment, vocabulary development must be at the forefront of any literacy strategy (Biemiller, 2003).</p> <p>Acquiring disciplinary literacy is essential for students' understanding of complex concepts across all subjects. As such, guidance challenges the notion that literacy in secondary schools is solely the preserve of English teachers, or literacy co-ordinators: EEF: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English word-gap.pdf (oup.com.cn)</p>	1, 2
<p>Improving teaching by developing staff confidence and competence using technology to support student learning.</p> <p>Staff can acquire new knowledge and skills in sessions focussing on revision, game-based, modelling learning, collaboration and reducing workload</p> <p>Staff will continue to work in subject teams to develop the use of technology and learning within departments, using the GROW coaching model and SAMR framework to identify development areas and redefine parts of the curriculum. Jedi coaches will support departments with collaborative planning and training, and through regular "check-ins" to plan INSET sessions together. Departments will be supported to complete a redefinition project, to innovate their curriculum and develop students' creativity and digital literacy.</p> <p>We will ensure that every student has equitable access to technology for learning at home and in school by utilising our iPad pool and supplying individual pupil premium funded iPads</p>	<p>Hague and Patyon (2010) argue that 'considering how digital literacy supports subject knowledge can help to ensure that technology-use enhances teaching and learning rather than simply becoming an 'add-on.''</p> <p>The EEF Guidance Report, 'Using Digital Technology to Improve Learning' reviews international research to compile the following recommendations:</p> <ol style="list-style-type: none"> 1. Schools should consider how technology is going to improve teaching and learning before introducing it 2. Technology can be used to improve the quality of explanations and modelling 3. Technology offers ways to improve the impact of pupil practice 4. Technology can play a role in improving assessment and feedback. <p>EEF Digital Technology Guidance Report</p>	1, 2

<p>to identified students for whom access to technology may pose a barrier to learning.</p> <p>Focus 1: Using AI to support teachers' workload/productivity, efficiency and wellbeing.</p> <p>Focus 2: Personalised learning, adapting, innovating and scaffolding to students' skills, interests and diverse learning needs (SEND etc).</p> <p>Focus 3: Preparing students – giving them the skills to learn, work and critically navigate an increasingly blended and mixed reality. Be creative, find solutions to problems and express themselves.</p>		
<p>Promote the recruitment and retention of teaching staff by offering benefits designed to support staff wellbeing and reduce workload e.g. the development of the Staff Wellbeing Action Group (SWAG) provides a forum for considering wellbeing issues and training focus on the use of technology to reduce workload.</p>	<p>Research suggests that teacher quality is a key influence on pupil attainment (Coe et al., 2020), second only to pupil background (OECD, 2015); and that sustained access to high-quality teachers is a significant challenge in England: 30% of teachers leave the profession within the first five years and 40% leave within 10 years (Long & Danechi, 2022).</p> <p><u>EEF: Teacher quality recruitment and retention</u></p> <p>The EEF Guidance Report, 'Using Digital Technology to Improve Learning' suggests that 'using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.'</p>	<p>1, 2</p>

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge(s) addressed
Improving pupil attainment and confidence in core subjects through targeted support for pupils that are identified as struggling in particular subject areas.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Research conducted by the EEF indicates tuition is beneficial on both a one-to-one basis and in small groups.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	2
Improving students' metacognition and self-regulation strategies through pastoral 'Path to Success' and 'Steps to Success' programme, with techniques embedded within curriculum design.	<p>Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition 	2
<p>Continued investment into responsibilities such as the Data Manager role and programmes such as SISRA Analytics and ClassCharts, which enable accurate assessment of student learning gaps and needs.</p> <p>Utilising programmes such as ClassCharts and School Cloud to facilitate effective communication with parents about students' needs and progress.</p>	<p>Parental engagement has a positive effect on average of four months' additional progress. Secondary schools should focus on tailoring communications to encourage positive dialogue about learning.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 	1
Funding iPads for all disadvantaged students to facilitate access to learning.	Education provision that has relied solely on high-tech solutions (such as synchronous online learning) may be inaccessible to disadvantaged learners (Bett	3

Purchasing curriculum and revision resources for disadvantaged students.	<p>White, 'Learning in a Crisis'). Ensuring all students have access to an iPad ensures disadvantaged students have equity of access to teaching and learning.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition 	
<p>Raising the profile of disadvantaged students through the role of Disadvantage Champion.</p> <p>We will dedicate whole school training time to develop staff awareness of the barriers to learning of our disadvantaged, academically able students, devolving the responsibility for the implementation of our disadvantage strategy to all staff.</p>	<p>In the DfE publication 'Supporting the attainment of disadvantaged pupils' (2015), school 'risk factors' were identified relating to schools with a lower proportion of disadvantaged pupils. These included disadvantaged students becoming 'lost' in the system, staff having lower expectations of these pupils or conversely avoiding exploring their barriers to learning for fear of stigmatising them.</p>	1

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

Budgeted cost: £15,167

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Building students' confidence and raising aspirations through mentoring and pastoral support.</p> <p>We will partially fund the roles of our Phase Leaders and Student Managers to facilitate their targeted support of disadvantaged students.</p>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds can have low expectations of schooling. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentoring intervention may be more beneficial for disadvantaged pupils, as the development of trusting relationships with an adult can provide a different source of support.</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning <p>As per the research in DoE publication 'Supporting the attainment of disadvantaged pupils' (2015), relating to a reluctance to explore barriers to learning in schools with proportionally low numbers of disadvantaged pupils, investment into pastoral roles enables us to gain a clearer understanding of the individual needs and emerging barriers of our disadvantaged pupils.</p>	4
<p>Enhancing cultural capital by ensuring disadvantaged students have equitable access to a wide range of extra-curricular and enrichment opportunities. This includes subsidising the cost of peripatetic music lessons.</p> <p>Reviewing the trip organisation process to ensure that trip leaders consider the whole experience from the perspective of a disadvantaged pupil.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. EEF research stresses that engagement in the arts is valuable in and of itself and that the value of arts participation should be considered beyond specific academic outcomes.</p> <p>Teacher and student feedback has been consistently positive about the direct impact of educational trips and visits on curriculum learning and engagement at Langley Grammar, as well as enhancing cultural capital.</p> <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation 	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £57,167

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The number of students eligible for Pupil Premium remained similar from 2023/2024 to 2024/2025.

Progress against our intended outcomes:

1. Disadvantaged pupils performed to a slightly higher level than the rest of the cohort across the curriculum at the end of KS4.

As identified in our statement of intent, we have continued to prioritise high quality teaching for all, with all teaching staff engaging with Year 2 of the TLC programme (Teaching and Learning Communities focusing on specific areas of practice) and Technology for Learning coaching.

Regular review of student attendance and GAP analysis data has been used to inform intervention strategies, with disadvantaged students identified and prioritised for one-to-one and small group tuition. 3 out of 10 students eligible for Pupil Premium in Year 11 attended small group tuition in Mathematics, Science and/or English. We also funded practical and theory music lessons for disadvantaged students studying GCSE Music. We have also funded all curriculum resources for our disadvantaged students.

GCSE Outcomes 2025

- Overall, disadvantaged students in Year 11 attained slightly higher outcomes than the average for the cohort. There is no progress 8 data for this year group. Attainment 8 for disadvantaged pupils was slightly higher than the average for the cohort.
- 100% of disadvantaged students achieved a grade 9-4 in English and maths.
- In terms of destinations, 9 out of 10 Year 11 students eligible for Pupil Premium met our entry requirements for sixth form and 9 have remained at Langley Grammar School to complete their A Levels, whilst 1 student continued their education at another local institution.
- Our disadvantaged students achieved a higher percentage of grade 9s compared to the rest of the cohort.

2. To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.

Whole staff safeguarding training sessions have specifically focussed on monitoring student wellbeing and reporting concerns e.g. specific focus on topics such as eating disorders and online safety.

We have continued to partially fund the roles of our Phase Leaders and Student Managers to facilitate their targeted support of disadvantaged students.

The PCS curriculum continues to be developed responsively to the specific contextual needs of the school, and in line with DfE updated guidelines. For example, a focus on mental health and wellbeing across a spiral curriculum through Year 7-11.

The Disadvantaged Champion has continued to initiate one-to-one conversations with our disadvantaged students to track wellbeing. Qualitative data from student voice and teacher observations suggests high levels of student wellbeing.

3. Improved oracy skills across the curriculum.

Teachers continue to support students in developing their disciplinary literacy (reading, writing, oracy) which underpins all strands of our CPD programme. A whole school focus in 2024-25 was oracy, ensuring students are confident communicators in a range of formal situations. For example, the tutor time programme includes opportunities for students to write and deliver speeches to their peers, with success criteria designed to build students' skills in public speaking, throughout their academic journey at LGS. This builds on the work from recent years which has included developing students' application of secure and sophisticated knowledge of language and developing students' use of tier 2 and 3 vocabulary. Disadvantaged students attained highly (and comparable to the wider cohort) at GCSE including in English Language, which includes a speaking and listening endorsement.

4. *Cultivate opportunities for enhancing cultural capital through extra-curricular and enrichment activities.*

We have continued to offer priority places and financial support to enable students eligible for Pupil Premium to participate in compulsory and optional education visits, including the Duke of Edinburgh programme and Year 7 residential PGL trip. We have also subsidised the cost of peripatetic music lessons for students eligible for Pupil Premium funding.

Student voice suggests a high level of engagement with our broad extra-curricular club offering amongst our disadvantaged cohort.

5. *Improved digital literacy as a tool for generative learning across all subject areas.*

Technology for learning has been a priority for staff training and development, with Pupil Premium funding being used to partially fund the role of 'iPad Jedis' who lead on delivering training and coaching tailored to levels of staff confidence and expertise using technology as a tool for learning. Targeted sessions supporting subject teams developing the use of technology and learning have been delivered through the INSET programme, and further supplemented through optional Lunch and Learn meetings.

We continue to conduct an 'Access to Technology' survey across our new Year 7 cohort, to ensure that all students have equity of access to technology for learning. We have provided long-term loans to students without access to a device at home and have fully funded iPads for all disadvantaged students.

6. *Destination outcomes at the end of Year 13 will be consistent amongst disadvantaged and non-disadvantaged students.*

Comprehensive destinations analysis is completed following the publication of the UCAS Competitor Report in January; however, preliminary analysis of destinations data indicates that destination outcomes amongst disadvantaged and non-disadvantaged students is consistent, with all except one of our disadvantaged (bursary) students in this cohort accepting a place at university. This student has chosen to take a gap year and apply to study medicine in 2026. Disadvantaged students went on to study Architecture, Biomedical Science, Economics, International Relations and Medicine at universities including the University of Bath, Imperial and the University of Southampton.

Across all year groups, we have continued to promote high aspirations by focussing on the provision of a high-quality careers education, which starts in Year 7. This year we used Pupil Premium funding to provide our disadvantaged students in Year 11 with Morrisby testing, to provide students with career and course suggestions matched to their aptitudes, interests, personality and learning styles.