

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Langmoor Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	40 – 19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	Nov 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	H Bonser – Headteacher
Pupil premium lead	H Bonser
Governor / Trustee lead	Sam Hardy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59490
Recovery premium funding allocation this academic year	£4252.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63742.50

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention that all of our children, irrespective of background or challenges make good progress and achieve high attainment across all subjects. This is the focus for our pupil premium strategy. It is also our focus to support progress for those who are already high attainers.

We will consider all challenges faced by vulnerable pupils, whether they have a social worker, are a young carer or have adverse childhood experiences.

This strategy is intended to support all needs. Quality first teaching is at the heart of everything we do, and we ensure that we focus on areas where disadvantaged pupils need the most support. This will have the greatest impact on closing the attainment gap for disadvantaged pupils, as well as benefiting the non-disadvantaged pupils in our school.

We intend to ensure that all children's attainment will be sustained and improved, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery.

Our approach will be responsive to challenges and individual needs, rooted in assessment and observations, not assumptions. We will

- Ensure disadvantaged children are challenged in the work they are set
- Act early to intervene
- Adopt a whole school approach where all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Gaps in learning:</b> Some of our disadvantaged pupils have lower attendance than their classmates. These children have been identified. This means that there are gaps in the children's learning, often in the basics, such as place value. These low levels of attendance seem to have been established early on in school. We are finding that this has been exacerbated because of the pandemic. As a whole the attendance figures are on a par (91.5% for

	disadvantaged pupils and 91.7% for non-disadvantaged) but certain children within the group have very low attendance – some as low as 75%.
2	<b>Learning difficulties:</b> Some of our disadvantaged pupils also have learning needs. 15% of pupils who are disadvantaged are on the SEND register or have speech and language support in order to support their learning. 2 PLAC are struggling with behaviour which is impacting on their learning, and 2 EHCP's will be requested this academic year, both for disadvantaged pupils.
3	<b>Mental Health and well being needs:</b> Some families struggle with adapting consistent routines, such as being in school on time, being in school at all, having the correct equipment or parents supporting the children to do the homework. We are seeing more and more anxious children as well as anxious parents. 30% of children who are disadvantaged have been identified as having some struggles in this area. Some are more pronounced than others.
4	<b>Social deprivation and social care needs:</b> Our deprivation score is below the National Average at 0.12 and many of our families face social and economic challenges. We have one family currently with social care involvement – the children are on a CIN plan. However, we also have one child in care and 2 PLAC.

## 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
To achieve and sustain better attendance for all pupils	Attendance for all groups of pupils is improved but especially those for disadvantaged pupils.
Improved reading/Writing/maths attainment for disadvantaged pupils Those who have fallen behind make accelerated progress or catch up at least To target those children who have fallen behind to ensure they receive high quality intervention/tutoring	Disadvantaged pupils across the school reach standardised scores of 100 Positive progress scores are achieved at the end of KS2 Interventions are analysed thoroughly to ensure that they are having a positive impact on children's learning and progress has been accelerated
To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.	Sustain high levels of pupil wellbeing demonstrated through <ul style="list-style-type: none"> <li>• Parent and pupil questionnaires</li> <li>• A firm embedding of the Values for Education in school</li> <li>• An increase in participation of different enrichment activities by all groups of children</li> </ul> Children access lessons more frequently independently. Children can regulate their emotions more effectively with the support of adults



## 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: £14,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training (2 <sup>nd</sup> Year)	A structured approach to writing can support those children who have less access to books and experiences which shape their imagination. It enables children to imitate the language that they need. Education Endowment Foundation – EEF Talk for Writing – Pie Corbett	1, 2
Enhancing metacognition and self regulation throughout the school to ensure that all children are aware of their strengths and weaknesses and can motivate and improve their learning.	There is a strong evidence base that suggests that schools (children and staff) who are aware of their strengths and weaknesses and the strategies that they need to learn, will improve further. It can have a high impact on disadvantages learners in particular. EEF – Metacognition and self regulated learning guidance report	1, 2, 3

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

Budgeted cost: £24402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at all pupils who require further support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils from disadvantaged backgrounds. They are more effective when delivered as a regular sessions over a period of up to 12 weeks Phonics – toolkit - EEF	1, 2
Engaging with National Tutoring programme to	Tuition targeted at specific needs and knowledge gaps can be an effective	1,2

provide support for those children whose education has been the most effected by the pandemic	method to support pupils who are low attaining or falling behind  One to one tuition – EEF Small group Tuition – Toolkit strand EEF	
Additional Grab and Go maths interventions targeted at those children who require further maths support	TA's who are deployed to work with small groups of children on a specific intervention have the best impact – children make up to 4 months more progress.  Teaching assistant interventions - Toolkit strand - EEF	1, 2

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on Values with the aim of developing our school ethos	Targeted support is especially important for children from disadvantaged backgrounds who on average have weaker SEL skills at all ages than their class mates  Improving social and emotional learning in primary schools - EEF	3,4
Whole school training on behaviour management and emotion coaching with the aim of supporting self-regulation across the school	Targeted support is especially important for children from disadvantaged backgrounds who on average have weaker SEL skills at all ages than their class mates  Improving social and emotional learning in primary schools - EEF	3, 4
Person specific training for ELSA and Forest school to ensure that these interventions can continue. Training to ensure that staff are fully up to date with new resources	Ensuring that staff have up to date training enables us to ensure that we are able to offer support that manages the whole child rather than just the academic aspect. ELSA Network Research Physical Activity – Toolkit strand - EEF	3, 4

**Total budgeted cost: £63742**

## 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 2020 to 2021 academic year.

Our internal assessments show that whilst in some year groups disadvantaged children performed less well than others, this was not the case in all year groups. They did not perform any worse than other years. Our year 6 last year performed less well as 3 of the cohort had EHCP's and the children were working significantly below national average.

We have seen more of an impact in terms of well-being with parents reporting that their children are anxious and that they have struggled to return to school after the pandemic. Having a device or not was not necessarily a barrier to learning but more that parental understanding of what was expected.

Children were not able to access some of the funded pupil premium interventions, including that of ELSA, which has meant that some children have not made as much progress as we had hoped.

Attendance did not improve in ways that we had hoped, but as Covid 19 had an impact on this up and down the country it is difficult to pinpoint reasons why. Gaps are no larger, but the return to school has not encouraged these children to attend more. This is why we are still focusing on attendance this year.

As the Talk for writing is a 2 year training programme we are hoping that at the end of this year as all staff will be fully trained we will begin to see an impact. This should then follow on through the rest of the years of this plan.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Talk for Writing	Pie Corbett
ELSA supervision	Leics Ed Psych service

## Service pupil premium funding (optional) – N/A

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*