



## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Langmoor Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£73760	<b>Date of most recent PP Review</b>	Autumn 2020
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	44 (including Ever6 & LAC))	<b>Date for next internal review of this strategy</b>	Autumn 2021

2. Current attainment				
<i>Based on data from July 2020 – Covid 19. School closed from March 2020 to all pupils. Reopened on June 1<sup>st</sup> to Years Rec, 1 and 6.</i>		<i>Pupils eligible for PP (26 pupils) 12%</i>	<i>Pupils eligible for Ever6 (4 pupils) 2%</i>	<i>Pupils not eligible for PP (national average based on 2019)</i>
<b>% achieving expected or above expected in reading, writing and maths</b>		88%	75%	61%
<b>% achieving expected or above expected progress in reading</b>		70%	75%	71%
<b>% achieving expected or above expected progress in writing</b>		67%	75%	76%
<b>% achieving expected or above expected progress maths</b>		73%	75%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	<b>Gaps in Learning:</b> Some of our disadvantaged pupils have lower attendance than their classmates. These children have been identified by our attendance officer. It often means that there are gaps in the children's learning, particularly in the basics. These low levels of attendance seem to have been established early on in the school. This has been exacerbated through Covid 19.
<b>B.</b>	<b>Learning Difficulties:</b> Some of our disadvantaged pupils have additional learning needs. 18% of pupils who receive pupil premium are also on the SEND register. 2 children have a diagnosis of ASD with one having full time support in class in order to access the curriculum. 3 other children

	have ADHD with one having full time support in class. One child is dual registered at Oakfield Pupil referral Unit but is hoping to be enrolled at a Special School early in September 2020	
<b>C.</b>	<b>Developing Independence:</b> Evidence from teachers and observations show that some of our PPM children find it challenging to work independently. They need more support to develop these skills both in and out of school as they often fail to complete homework. This has been evident during lockdown as many families did not have the connectivity to access the online learning. Where possible these children were supported with paper copies of work.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	<b>Poor attendance:</b> Some children have poor attendance which is impacting on their Gaps in learning (see above). Some of these children have been identified by our attendance officer and we are working with parents to encourage them to ensure that their children attend regularly. We are hoping a new start to the Academic year with good habits formed early will help support these children.	
<b>E</b>	<b>Social Deprivation and social care needs:</b> Our deprivation score is below the National Average (0.12 compared to 0.21) and many of our families face social and economic challenges. One child is receiving counselling to help them deal with significant life events. We have 2 families with social care involvement – one on a CIN plan and one with a support worker to support Mum’s mental health needs.	
<b>F</b>	<b>Mental Health and wellbeing needs:</b> Some families struggle with adapting consistent routines – this can manifest itself in ways such as poor attendance, lack of homework and not providing the correct kit at the correct time. 33% of children have identified needs in this areas (up 26% on last year) Some of these children have difficulty in interacting successfully with their peers.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<b>Gaps in Learning:</b> Where possible Grab and Go Learning interventions to be available. Quality First teaching to be seen at all times (lessons observed at least Good or better). Planned interventions to be available to allow children to succeed.	SEND targets set to be achieved. PP pupils are at least matching performance of non PP children. Analysis of data shows that all PPM children are making rapid progress and the attainment gap is reduced.
<b>B.</b>	<b>Learning Difficulties:</b> Disadvantaged pupils achieve National Expectations or better	Disadvantaged pupils are closing the gap or reaching age related expectations where possible. Where possible early intervention from outside agencies is utilised to gain support for children.
<b>C.</b>	<b>Developing independence:</b> Children have the skills to be able to access the curriculum independently. This included taking advantage of research options for homework and within class. Mastery for maths continues to be taught across the school allowing for independence.	Increase in self-esteem is reported on well-being checklist. Children are able to access curriculum in different ways, including completing homework. Gaps in learning is reduced and children achieve age related expectations. Children are successful at mastery and therefore maths achievement improves.
<b>D.</b>	<b>Poor attendance:</b> Work with pupils, families, family learning, attendance officer and teaching and support staff to ensure joint approach to improving attendance. Continue with attendance awards. Monitor attendance and speak with parents if it drops below 95%	Attendance of PPM children is in line with National Average. Good relationships are established between all stakeholders of the school.
<b>E.</b>	<b>Social Deprivation and social care needs:</b> Opportunities for parents to receive support from school about services that can support them and their children. Where necessary school to fund enrichment activities and also specialised support.	Feedback from parent meetings is positive. All families that require support are given the specialised support that they need. Children are able to access enrichment activities.

<b>F.</b>	<b>Mental Health and wellbeing needs:</b> There are specific, targeted support for children in the form of ELSA, mentoring or counselling. Access is available to School Nurse referral service if necessary. There is a whole school approach to supporting children with Mental Health and well-being needs (well-being checklist completed termly). We currently have a trained Mental Health First Aider. Staff have completed Route to Resilience training and this feeds into all areas of school life. This is designed to also support children's well being.	Pupils with needs are supported in the appropriate way – referral forms completed to ensure the correct level of support is given. Evidence from sessions shows that children are more confident, their self-esteem has risen and they are more resilient.
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5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>Pupils relying on LSA support to develop independent skills</li> <li>Teaching, marking and feedback to be at least good or better across the school</li> <li>Training for Teaching for mastery to be offered to LSA's so that they can best support the children.</li> </ul>	<p>All support staff to have support for mastery training where available All staff to use Route to resilience strategies to help with promoting independence To teach pupils how to monitor and evaluate their own learning.</p>	<p>Quality First teaching and grab and go interventions impacts significantly on progress</p>	<p>SLT to share teaching and learning updates to identify any areas for development Book trawls, learning walks and Trust Peer Review (January 2021) will look at quality of feedback and marking. Monitoring of teaching over time Training programme for LSA's in mastery approaches.</p>	<p>HT DHT Maths and English subject leads</p>	<p>July 2021 Monitoring through learning walks, book scrutiny, lesson observations, intervention monitoring (SENDCo) Analysis of data</p>
<b>Total budgeted cost</b>					£6998
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A: Gaps in learning – Gaps analysed and pupils to receive specialised support – Grab and go, booster group. This should accelerate progress for all groups</b></p>	<p>Possible use of NTP for individual pupils after discussion with SLT Small group intervention by LSA's – monitored by SENDCo and all teaching staff.</p>	<p>Intervention is bespoke to child – Accelerate progress by building confidence and closing the gap Use successful strategies in address gaps in R, W, M and grammar and punctuation skills</p>	<p>Pupils make expected progress in reading, writing and maths 100% of pupils targeted to make progress – gaps to be monitored and analysed on entry and exit of intervention group</p>	<p>HT DHT Maths and English lead</p>	<p>Pupils progress meetings termly SEND targets and reviews completed termly Gaps analysis by CT COST: £41, 380 over the academic year</p>

B: Learning Difficulties – Disadvantaged pupils with identified SEND to be at National Average for Reading, writing and maths	LSA support for those children with double disadvantage (SEND/PPM) To work on individual targets These children to spend more time in classroom accessing the learning	Children with SEND need to access the class teacher's teaching and learning in order to embed classroom skills into everyday life.  Additional support from LSA will allow pupils to close the academic gap and allow them to access the learning in whole class sessions.  LSA's have access to latest training and can accelerate progress  All LSA's trained in Direct Phonics, Accelerate, Accelewrite and any other pertinent interventions	Small group and 1:1 programmes of support for those children not hitting benchmark at end of KS1  Monitoring of LSA interventions  English, maths and SENDco to monitor impact of the interventions	HT DHT English & Maths lead SENDco Class teacher	Pupils progress meetings termly SEND targets and reviews completed termly IEP/EHCP monitoring Annual Reviews Cost £41,380 over the academic year
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**Total budgeted cost**    £41380

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>WELL BEING OUTCOME</b> Mental Health and Well being Children with SEMHD receive mentor support, counselling, ELSA support and any other targeted interventions to ensure that they are able to make progress in their learning	LSA trained in social stories and social communication groups to develop and support mental health LSA's to provide support and drop in sessions as and when children require Identified pupils to have meet and greet in the morning Counsellor to provide sessions for certain pupils LSA to become part of ELSA network and attend termly training meetings	There are a small group of children who have SEMHD as well as SEND. Utilising mentor support has gone some way to reducing incidents in school Parents are in agreement of support for their children and often require some level of support for their own mental health needs	Meetings with SLT to ensure that children with well being issues are identified early Use of referral form by teachers will allow SLT to allocate time and funds effectively to ensure that the correct support is given Observations of learning through lesson observations and learning walks Liason with outside agencies as required	SLT	June 2020  Cost £8557 over the academic year
<b>WELL BEING OUTCOME</b> Social care needs Further opportunities for parents to receive support from school about outside agencies	School is able to support parents when making referrals to SLF School can provide support to parents when they are struggling to cope Forest School to help support with outdoor learning and positive curriculum experiences	Signposting parents to the appropriate services has enabled concerns to be shared at school. Barriers are reduced, staff are fully informed of children's needs and support is swiftly identified. Participation in outdoor learning enhances children's enjoyment of school	HT to monitor use of outside agencies  HT to ensure all classes have 6 week programme at Forest School	SLT	Curriculum mapping for whole school enrichment  Cost £8557 over the academic year

<b>ENGAGEMENT OUTCOME</b> For PPM children's attendance to be in line with National Average	HT and attendance officer to continue to work with families where attendance falls below 95%	Action has been taken through the attendance officer and these children continue to be monitored.	All stakeholders to work with families on attendance. Support families with early intervention. Parent meetings to promote good attendance Continue with attendance awards. Regular reviews of attendance data	HT Attendance officer	June 2020 Cost £1000
<b>Total budgeted cost</b>					£10000 approx

6. Review of expenditure				
Previous Academic Year		2019-2020 – School closed to all pupils except Key Workers in March 2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> <li>Pupils relying on LSA support to develop independent skills</li> <li>Teaching, marking and feedback to be at least good or better across the school</li> </ul> <p>Teaching for mastery to be firmly embedded across the school to allow the children to make age related expectations.</p>	<p>All staff to have support for mastery training</p> <p>All staff to use Route to resilience strategies to help with promoting independence</p> <p>To teach pupils how to monitor and evaluate their own learning.</p>	<p>Mastery continues to be taught across the year groups. Maths is becoming a strong point for all of our groups of children.</p> <p>Peer review in January 2020 saw good to outstanding lessons consistently across the school.</p> <p>Route to resilience continues to be used across the school and will be embedded for our new staff.</p>	<p>Broad and balanced curriculum is reviewed termly to ensure that a variety of skills is being taught.</p> <p>Independence to continue to be fostered through different approaches to the curriculum.</p>	£30000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>A: Gaps in learning – Gaps analysed and pupils to receive specialised support – Grab and go, STS, booster group. This should accelerate progress for all groups</b></p>	<p>Small group intervention by LSA's – monitored by SENDCo and all teaching staff.</p>	<p>Employing a second teacher for Year 5 and 6 has helped to support those children to work in a smaller group. This has had a positive impact on both well being and the achievements of all pupils. Intervention groups are run across the school as and when needs arise.</p>	<p>LSA intervention has had much more impact on the children particularly in Year 6. It also allows staff to be able to pick up children for mentoring and address any SEMHD issues straight away.</p> <p>Time is essential to give the children the support that they need. Year 5 (Current Year 6 2020-2021) have 90 hours support per week which severely limits the amount of interventions that can be done across the school for the rest of the children.</p>	£17409

<p>B: Learning Difficulties – Disadvantaged pupils with identified SEND to be at National Average for Reading, writing and maths</p>	<p>LSA support for those children with double disadvantage (SEND/PPM) To work on individual targets LSA to be specialist in ASD so that they can support those children with specific SEND needs These children to spend more time in classroom accessing the learning</p>	<p>Children have been well supported. However those children have struggled to achieve EXP in all 3 areas. This can often be because the child has ACE and is dealing with other issues at home. This can range from parental mental health, housing issues, being in Foster care and siblings with complex needs. This is mixed as there are 3 children who have ASD who have achieved EXP in all three areas.</p>	<p>This approach will continue in order to support this children to be able to access all areas of the curriculum.</p>	
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>WELL BEING OUTCOME</b> Mental Health and Well being Children with SEMHD receive mentor support, counselling, ELSA support and any other targeted interventions to ensure that they are able to make progress in their learning</p>	<p>LSA trained in social stories and social communication groups to develop and support mental health LSA's to provide support and drop in sessions as and when children require Identified pupils to have meet and greet in the morning Counsellor to provide sessions for certain pupils LSA to become a trained ELSA</p>	<p>Whole School approach to well being has been greatly improved and we have seen good results. ELSA is having a more sustained impact across the school as it is in its 3<sup>rd</sup> year. Children are very clear on who they can speak to if they have an issue. All classrooms have a feelings box and the well being checklist is filled in termly. We run morning club and afternoon club to help children in Year 6 settle before coming into class and to help them talk out any issues before going home. ELSA timetable has also extended to a day and a half.</p>	<p>Staff are open and honest with children and willing to support them in many different ways. This will continue next year. Particularly with the advent of Covid 19, ELSA and mental health is forefront with the children and staff. We need to find a way to expand the offer of ELSA in terms of time.</p>	<p>£5000</p>

<p><b>WELL BEING OUTCOME</b> Social care needs Further opportunities for parents to receive support from school about outside agencies</p>	<p>School is able to support parents when making referrals to SLF School can provide support to parents when they are struggling to cope Introduction of Forest School to help support with outdoor learning and positive curriculum experiences</p>	<p>Further Early Help referrals have been made, including during lockdown. These are not always picked up Social Care though. Forest School is in its 3<sup>rd</sup> year and has been successful. Parents are supportive and children always come in the correct clothing. We have a core band of volunteers that support us.</p>	<p>Forest School timetable for 2020-2021 will start with those children who did not have Forest school due to lockdown.  School will continue to support parents in any way they can. We operate an open door policy and parents are able to come and speak to us.</p>	
<p><b>ENGAGEMENT OUTCOME</b> For PPM children's attendance to be in line with National Average</p>	<p>HT and attendance officer to continue to work with families where attendance falls below 95%</p>	<p>Attendance was suspended March 2020 due to Covid 19 however this will continue to be a priority for these children and families throughout the next academic year. We will be operating a staggered start and end time which may support some of these families.</p>	<p>We will continue to follow this approach and will support the families to get their children into school on time.</p>	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)