

# Pupil premium strategy statement – Langmoor Primary School Dec 2023



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	209
Proportion (%) of pupil premium eligible pupils	43/209 = 20%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022-2025 (3rd Year)
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	H Bonser - Headteacher
Pupil premium lead	H Bonser/R Upfield
Governor / Trustee lead	Mark Browne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58200
Recovery premium funding allocation this academic year	£6090
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£64290

# 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 including indicators of why:</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. These low levels of attendance seem to have been established early on in school. There are a minority of PPM parents (11%) who do not attend parent's meetings or anything curriculum based in school – these children often don't complete homework and have

	the lowest attendance. This has been exacerbated because of the pandemic and since. As a whole the attendance figures are good and there is little disparity between the two groups – Whole school 94.9% and PPM children 92.2% (Nov 2023). However certain children within the group of PPM have very low attendance – as low as 80%. Others have attendance of 100%
2	<b>Learning Difficulties:</b> Some of our disadvantaged pupils also have learning needs or have been exposed to ACE and are under social care. 23% of pupils are on the SEND register or have Speech and Language support in order to support their learning. 3 EHCP's are being requested this academic year, all of which are for disadvantaged pupils.
3	<b>Mental Health and Well being needs:</b> Some families struggle with adapting to consistent routines, such as being in school on time, being in school at all, having the correct equipment, or supporting children to do the homework. We currently have an ELSA, and our deputy has completed the Senior Mental Health Lead training. We also have access to an Education Mental Health Practitioner. We are seeing more and more anxious children, particularly in KS2. Some parents are also exhibiting anxiety around school and attendance and are unsure how to support their children with general life issues. At the moment 18% of our disadvantaged children are currently accessing ELSA support.
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 economical challenges. We are currently supplying 2 families with food from the Congregational Church food bank in South Wigston. As a routine school is paying for school trips for those children who need that support. Experiences are key to school enjoyment.

## 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, but especially those with attendance consistently below 85% year on year	Attendance for all groups of pupils is improved but especially those for disadvantaged pupils.
Improved reading attainment for disadvantaged pupils, particularly early reading 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	Disadvantaged pupils across the school reach standardised scores of 100 where possible 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> </ul>

	<ul style="list-style-type: none"> <li>An increase in participation of different enrichment activities by all groups of children</li> </ul> <p>Children access lessons more frequently independently.</p> <p>Children can regulate their emotions more effectively with the support of adults</p> <p>Children can recognise their emotions and know that these are ok and how best to deal with them</p> <p>Staff have further understanding of children's mental health</p>
To ensure our disadvantaged pupils in EYFS achieve a good level of development	<p>Outsource EYFS specialist support to work with Early Years staff and teachers to enhance teaching and learning</p> <p>Ensure our disadvantaged pupils have the best possible start so that less gaps appear as they move up the school</p>

## 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: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting the disadvantaged in EYFS to ensure they achieve the best outcomes by ensuring that the curriculum is fully sequenced	<p>Ensure that the curriculum is fully sequenced with specific endpoints to ensure that the disadvantaged children have the best diet of education they can</p> <p>Early Years Toolkit from EEF</p>	1, 2, 3
Training and monitoring for Subject Leaders to fully embed the pedagogy of the curriculum and secure endpoints	<p>Ensure that the curriculum is fully sequenced with specific endpoints to ensure that the disadvantaged children have the best diet of education they can</p>	1, 2, 3
Further Phonics training for all staff	<p>Ensuring that all staff are trained in the new phonics scheme so as to ensure consistency throughout the school. This is to ensure that we can embed, enact,</p>	1,2

	enable and evaluate the impact of phonics on our children (ELS) EEF Improving Literacy in KS1	
Revisit training for Values, Everyone's Welcome and R Time	Ensure that PD Is firmly established as good to outstanding throughout the school. Measure the impact that this has (Seen through pupil and parent questionnaires) Social and Emotional Learning EEF	1, 2

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

Budgeted cost: £25141

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted structured interventions that secure outcomes for the disadvantaged children – including specific timetabling of Early reading interventions and an Early reading document	Early reading document to ensure consistency of approach. Further training to fully embed phonics teaching skills. Interventions timetabled to ensure consistency Training for GDS writing at KS2 Training for Developing an Inspiring Reading Culture EEF - Teaching assistant interventions	1,2
Mastering Number NCETM/Maths Hub	Designed to embed number skills in KS2 and works alongside WRM lessons. This is a targeted intervention for the whole class. This is designed to prevent gaps appearing in the first place. This also supports the Development Plan by moving on from Early Number skills and supporting multiplicative facts for KS2. EEF – Mathematics in KS2 & 3	1, 2

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

Budgeted cost: £24479

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
R Time training for staff/ monitoring of impact through questionnaires	Ensuring that all staff are trained on R time to encourage all of our children to develop healthy relationships.	
Experiences within school that children are unlikely to access	Links with above Therapy involving animals/art could be considered Experiences within the community including being visible in the community Continue to purchase Book Trust Letterbox parcels EEF Social and Emotional Learning	3,4
Access to resources to enable learning to take place outside of school. Encourages idea of everyone belonging	Promotes Reading for Pleasure which leads to sustained reading ability. Also shows progress in reading and writing (Maths resources already available) Also make Early Reading Materials available for children to secure the best outcomes	3, 4
Support for parents to pay towards the cost of everyday school item such as residential trips, day trips, uniform, before school care (to enable parents to work) and swimming. This may also include membership of food	Children feel supported within school as do parents. Parents are able to ask school to help and their children do not miss out on vital parts of their education. Children are also not ostracised from their peers for not having the correct or clean uniform. Children have eaten food which means that they are ready for learning.	1, 2, 3, 4

banks for certain families	EEF Social and Emotional Learning	
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**Total budgeted cost: £59620**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attendance has improved for 79% of PPM children. The 21% where attendance has not been satisfactory can be down to a number of factors. 2 children have had unauthorised holidays at the beginning of the year, but no time off since. 3 have had illness lasting for a week or more. There are still a few children whose attendance is less than satisfactory despite intervention from the school and other outside agencies. These children will continue to be tracked through our monthly attendance reviews. On the whole there is approx. 2.7% difference between PPM and non PPM children.

16 out of 42 children have not achieved 100 as a standardised score in either Reading, Writing or Maths. This is approx. 38% of PPM children. 8 out of those 16 are either on the Cause for Concern SEND record, or the SEND support plan record. One has an EHCP and we are currently applying for an EHCP for 2 more children.

Progress scores for KS2 SATS 2023 are as follows: Reading: 1.29 Writing 5.16 Maths 2.09. These are above National for all areas.

At the end of last academic year, we were above National in all areas – EYFSP, Phonics, KS1 and KS2. 37.5% of PPM achieved National in RWM in KS1 but this is the year group where at least half are on the SEND register. 75% passed the phonics test and out of the 4 who retook phonics in Year 2 0% passed. 75% are on the SEND register.

Interventions are constantly being reassessed to work out what works best for our children. We use ELS across the school to support phonics teaching, even into Key Stage 2. Staff also run Grab and Go Maths Interventions which have proven successful and it also means that the pace of lessons can move forward in a timely manner.

Wellbeing has been high on our agenda – we continue to use our values throughout school and children are keen to prove that they are using them throughout their school lives. Behaviour is a strength of the school and comments are also passed about how well the children behave when out on visits.

Our questionnaires have been very positive this year – 100% said their children feel safe, 100% said their child is well looked after.

We also pay for one set of after school clubs for our PPM children so that they get to fully enjoy all aspects of school life. Staff are also aware of how to enrich the curriculum to ensure all children are fully engaged and have analysed attendance at clubs to try and ensure fair access for all.



## 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*

<b>Programme</b>	<b>Provider</b>
ELSA supervision	Leics Ed Psych service
Mastering Number	NCETM/Maths Hub
R Time	Pete Harvey/OWLS Academy Trust
Developing an Inspirational Reading Culture	Talk for Writing/ Pie Corbett
Greater Depth Writing at KS2	Talk for Writing/ Pie Corbett

## 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.*