

## Context of school 2018/2019

Langmoor is a Community School dating from 1955 that is part of a Multi Academy Trust with Glenmere Primary School, Little Hill Primary School, both of which are part of the Wigston development group, as well as Fernvale Primary School and Hinckley Parks Primary School both of which are part of the OLP. Seven generously sized, self-contained, closed classrooms are the bases for most of children's working time in school, of which one is a preschool facility. Much work also takes place in our equipped computer suite, the school hall, library areas, music and resources centre and the extensive grounds. A brand new demountable building, 'The Ridge', was installed in September 2015 and the EYFS occupy one half of the building. They have a purpose built outdoor area for learning, and the other half of the building holds cooking and conference facilities as well as the Non-fiction library. Our preschool also provides a breakfast club facility starting at 7.45am until the start of school. There is a kitchen where school meals are prepared for Langmoor and also for St John Fisher Primary School, and two playgrounds on each side of the main building complete the picture, as well as a purpose built Outdoor Area for EYFS.

Ongoing internal and external refurbishment work is ongoing with the most recent being the painting of the internal School Building. A comprehensive plan ensures that the classrooms, hall and cloakrooms will be completed by Summer 2018. Planned developments for outdoors include resurfacing of the drive and Key Stage 2 playground, the installation of a MUGA, and astroturf in the Key Stage 1 playground so that it can be used year round. The Outdoor Learning Centre continues to be developed with the introduction of Forest School (hopefully from September 2018). This will include the building of a new mud kitchen, new shed and storage facilities and a possible fire pit. The introduction of a preschool has been established with self-contained kitchen area within the facility. Outdoor shelters have been introduced as part of a long term initiative with a trim trail, amphitheatre and safety gates erected at the front and rear of the school

Children start at Langmoor in our Reception class and transfer to a choice of 3 High Schools to complete their KS3 and 4 education. Numbers on roll were predicted to increase over the next few years. The school has been one form entry since 2013.

|           | 2010/1 | 2011/1 | 2012/1 | 2013/1 | 2014/1 | 2015/1 | 2016/1 | 2017/1 |
|-----------|--------|--------|--------|--------|--------|--------|--------|--------|
|           | 1      | 2      | 3      | 4      | 5      | 6      | 7      | 8      |
| September | 120    | 141    | 160    | 163    | 182    | 183    | 180    | 210    |

Langmoor has a varied catchment area covering a wide range of social backgrounds. In each cohort there is a wide range of ability, which is reflected in the attainment of pupils at every stage. Typically, results in KS1 are unusually broad in their profile, showing a relatively high number of pupils achieve well above average at the ends of the range.

Langmoor is a one form entry primary school with an independent preschool facility  
Information below comes from Analysing School Performance - final data for 2016/2017.

- The minority of our pupils come from our catchment area. 37%
- Our school deprivation indication is 0.15
- The socio-economic background of the area is below the national average - Deprivation affecting children being ranked 70<sup>th</sup> out of 276 in Leicestershire.
- The school is smaller than average primary schools having 213 pupils compared to the national average of 279 - numbers currently increasing.
- The number of pupils known to be eligible for free school meals is 17.9%, which is slightly lower than the national average of 24.3%

- The percentage of pupils whose first language is not English is slightly lower than average at 15.4% compared to 20.7% nationally
- The percentage of children identified as having SEND support needs, is 3.4% which is below the national average of 12.2%
- The percentage of pupils identified as having statements or EHCP's is 0.6% which is slightly below the national average of 1.3%
- The school has a deprivation score of 0.15 with the national average being 0.21
- The percentage of pupils from minority ethnic groups is 49.7% compared to 32.3% nationally.
- Attendance - The overall attendance figures for the school remains at 95% and efforts by the school to improve this have not been successful. This is largely due to many of the parents working full or part time and their annual leave does not always fall in line with school holidays; the situation is further exacerbated by some families taking extended holidays to India, Pakistan etc.
- Outstanding behaviour of pupils who are very enthusiastic about learning which is commented on by visitors (class observations, comments, SIP advisors, Ofsted report 2010-11.)

Our school has been placed as a Category 1 school with the gradings going from 1-5, 1 being the highest.

Our priorities are to raise standards in reading, writing and numeracy, to ensure progress in maintained from EYFS to KS1 and then KS1 to KS2, to plan and deliver engaging lessons which improve knowledge and close any gaps.

| Up to Key stage 2 basic characteristics trends |        |          |        |          |        |          |
|--|--------|----------|--------|----------|--------|----------|
| Breakdown                                      | 2015   |          | 2016   |          | 2017   |          |
|  | School | National | School | National | School | National |
| Number on roll                                 | 184    | 269      | 181    | 275      | 179    | 279      |
| Male % ?                                       | 54.3   | 51.0     | 53.6   | 51.0     | 49.2   | 51.0     |
| Female % ?                                     | 45.7   | 49.0     | 46.4   | 49.0     | 50.8   | 49.0     |
| Ever 6 FSM % ?                                 | 21.7   | 26.0     | 22.7   | 25.2     | 17.9   | 24.3     |

#### Pupil Premium:

Pupil premium was introduced in April 2011. In 2011-12 schools were allocated pupil premium funding for children from low income families who were eligible for free school meals or had been looked after continuously for more than 6 months. In 2012 - 13 schools have been allocated a total of £1.25 billion funding for children from low income families who are eligible for free school meals, looked after children and those from families with parents in the Armed Forces.

The level of pupil premium set for 2011-12 was £488 per pupil. This increased to £600 per pupil for 2012-13.

Eligibility for pupil premium has also been extended to pupils who have been eligible for free school meals at any point in the last 6 years (known as the Ever6 Free school meals measure)

For the academic year 2014-2015 the school has allocated £600 for pupil premium. This has been spent on Quality First Teaching for Literacy, additional hours to support children in class, residential trips, school milk scheme, swimming, a counselling service, mentoring, meaningful movement and sports clubs both during and after school.

Children who are entitled to Free School Meals either currently or in the past attract additional funding to the school- in 2016-2017 this is set at approximately £1320 per pupil, £1900 for

Looked after children and £935 for Ever6 children. At Langmoor we keep detailed records as to how this money is spent to support these and other pupils. These can be viewed on request. Apart from support with the cost of clubs, trips and residential trips we also target resources to directly impact upon the academic progress of pupils.

### Objectives of Pupil Premium Expenditure.

Our key objective is using the pupil premium grant is to narrow the gap between pupil groups.

As a school we have a good track record of ensuring that pupils make good progress.

Historically levels of attainment are lower for FSM children nationally. This is not the case in all of our year groups.

Through targeted interventions we are working to eliminate barriers to learning and progress.

### Pupil Premium Expenditure

In the school year 2017-2018 the allocation for Pupil premium was £43240 with a balance from 2016-17 of £25586. This meant a total of £68826 was available. The pupil premium was spent in the following way:

- Teaching interventions - a second teacher in one class to support learning = £15000
- Teaching assistants/learning support assistants supporting children in all classes = £27617(full year)
- Specialist Teaching Service = £4800
- Counselling = £500
- Sports Clubs to support new life experiences = £3000
- CSE package/books = £3500
- Support towards paying for school milk = £1600
- After school Club fees/Breakfast club fees = £500
- Resources to support learning across the school = £1000

We have also been able to use Pupil Premium allocation to support parents with providing school uniform.

## Evidence of Impact

### Reading KS1

| Breakdown               | Cohort | At least expected standard in reading |           |                          |           |       | Below expected standard in reading |       |               |       |                   |  |
|-------------------------|--------|---------------------------------------|-----------|--------------------------|-----------|-------|------------------------------------|-------|---------------|-------|-------------------|--|
|                         |        | Achieved the expected standard ?      |           | Achieved greater depth ? |           |       | Below pre-key stage 1 ?            |       | Foundations ? |       | Working towards ? |  |
|                         |        | Sch %                                 | Nat ben ? | Sch %                    | Nat ben ? | Sch % | Nat ben ?                          | Sch % | Nat ben ?     | Sch % | Nat ben ?         |  |
| <b>All pupils</b>       | 30     | 80                                    | 76        | 40                       | 25        | 0     | 2                                  | 0     | 4             | 20    | 17                |  |
| Disadvantaged ?         | 6      | 50                                    | 79        | 0                        | 28        | 0     | 2                                  | 0     | 3             | 50    | 15                |  |
| Other ?                 | 24     | 88                                    | 79        | 50                       | 28        | 0     | 2                                  | 0     | 3             | 13    | 15                |  |
| Ever 6 FSM ?            | 6      | 50                                    | 79        | 0                        | 28        | 0     | 2                                  | 0     | 4             | 50    | 16                |  |
| Children looked after ? | 0      | N/A                                   | 76        | N/A                      | 25        | N/A   | 2                                  | N/A   | 4             | N/A   | 17                |  |

### Writing KS1

| Key stage 1 writing attainment by pupil group |        |                                       |           |                          |         |                                    |         |               |         |                   |         |
|---|--------|---------------------------------------|-----------|--------------------------|---------|------------------------------------|---------|---------------|---------|-------------------|---------|
| Breakdown                                     | Cohort | At least expected standard in writing |           |                          |         | Below expected standard in writing |         |               |         |                   |         |
|   |        | Achieved the expected standard ?      |           | Achieved greater depth ? |         | Below pre-key stage 1 ?            |         | Foundations ? |         | Working towards ? |         |
|   |        | Sch %                                 | Nat ben ? | Sch %                    | Nat ben | Sch %                              | Nat ben | Sch %         | Nat ben | Sch %             | Nat ben |
| <b>All pupils</b>                             | 30     | 80                                    | 68        | 40                       | 16      | 0                                  | 2       | 0             | 5       | 20                | 24      |
| Disadvantaged ?                               | 6      | 50                                    | 72        | 0                        | 18      | 0                                  | 2       | 0             | 4       | 50                | 22      |
| Other ?                                       | 24     | 88                                    | 72        | 50                       | 18      | 0                                  | 2       | 0             | 4       | 13                | 22      |
| Ever 6 FSM ?                                  | 6      | 50                                    | 72        | 0                        | 18      | 0                                  | 2       | 0             | 4       | 50                | 22      |
| Children looked after ?                       | 0      | N/A                                   | 68        | N/A                      | 16      | N/A                                | 2       | N/A           | 5       | N/A               | 24      |

## Maths KS1

| Key stage 1 maths attainment by pupil group |        |                                     |           |                          |           |                                  |           |               |           |                   |           |
|---|--------|-------------------------------------|-----------|--------------------------|-----------|----------------------------------|-----------|---------------|-----------|-------------------|-----------|
| Breakdown                                   | Cohort | At least expected standard in maths |           |                          |           | Below expected standard in maths |           |               |           |                   |           |
|   |        | Achieved the expected standard ?    |           | Achieved greater depth ? |           | Below pre-key stage 1 ?          |           | Foundations ? |           | Working towards ? |           |
|   |        | Sch %                               | Nat ben ? | Sch %                    | Nat ben ? | Sch %                            | Nat ben ? | Sch %         | Nat ben ? | Sch %             | Nat ben ? |
| <b>All pupils</b>                           | 30     | 83                                  | 75        | 30                       | 21        | 0                                | 2         | 0             | 4         | 17                | 19        |
| Disadvantaged ?                             | 6      | 50                                  | 79        | 17                       | 23        | 0                                | 2         | 0             | 3         | 50                | 16        |
| Other ?                                     | 24     | 92                                  | 79        | 33                       | 23        | 0                                | 2         | 0             | 3         | 8                 | 16        |
| Ever 6 FSM ?                                | 6      | 50                                  | 79        | 17                       | 23        | 0                                | 2         | 0             | 3         | 50                | 16        |
| Children looked after ?                     | 0      | N/A                                 | 75        | N/A                      | 21        | N/A                              | 2         | N/A           | 4         | N/A               | 18        |

End of Year results 2017 - 2018

Pupil premium compared to not pupil premium children.

| Year    | NOR/%  | Reading           | Writing           | Maths             |
|---------|--------|-------------------|-------------------|-------------------|
| 1       |        | % at or above ARE | % at or above ARE | % at or above ARE |
| Overall | 30     | 80%               | 77%               | 77%               |
| PP      | 4/13%  | 50%               | 50%               | 50%               |
| Non PP  | 26/87% | 85%               | 81%               | 81%               |

1 child who is PPM is working well below ARE - he has an EHCP for ASD and 32.5 hours support in class. Overall non PP children do do better. Interestingly the two children who achieved ARE are both girls.

| Year    | NOR/%  | Reading           | Writing           | Maths             |
|---------|--------|-------------------|-------------------|-------------------|
| 2       |        | % at or above ARE | % at or above ARE | % at or above ARE |
| Overall | 31     | 84%               | 87%               | 87%               |
| PP      | 4/13%  | 50%               | 50%               | 50%               |
| Non PP  | 27/87% | 89%               | 93%               | 93%               |

2 children who are also PPM are on the SEND register. One child was disapplied from the SATS due to the nature of his special needs. PPM children do less well than their counter parts.

| Year    | NOR/%  | Reading           | Writing           | Maths             |
|---------|--------|-------------------|-------------------|-------------------|
| 3       |        | % at or above ARE | % at or above ARE | % at or above ARE |
| Overall | 32     | 81%               | 74%               | 74%               |
| PP      | 5/16%  | 60%               | 40%               | 40%               |
| Non PP  | 27/84% | 81%               | 78%               | 82%               |

1child is dual registered with the PRU. 3 others are on the SEND register. 2 PPM children are working at ARE for all 3 subjects, whereas the other two children are working at ARE for only one subject.

| Year    | NOR/%  | Reading           | Writing           | Maths             |
|---------|--------|-------------------|-------------------|-------------------|
| 4       |        | % at or above ARE | % at or above ARE | % at or above ARE |
| Overall | 29     | 86%               | 79%               | 86%               |
| PP      | 2/7%   | 100%              | 100%              | 0%                |
| Non PP  | 27/93% | 85%               | 78%               | 89%               |

In this cohort PPM children do better at reading and writing than NPPM but both do not do as well at Maths.

| Year    | NOR/%  | Reading           | Writing           | Maths             |
|---------|--------|-------------------|-------------------|-------------------|
| 5       |        | % at or above ARE | % at or above ARE | % at or above ARE |
| Overall | 32     | 78%               | 78%               | 78%               |
| PP      | 6/19%  | 50%               | 83%               | 83%               |
| Non PP  | 26/81% | 85%               | 77%               | 77%               |

PPM children did better at writing and maths, but less well in reading, whereas non PPM children did better at reading.

| Year    | NOR/%  | Reading           | Writing           | Maths             |
|---------|--------|-------------------|-------------------|-------------------|
| 6       |        | % at or above ARE | % at or above ARE | % at or above ARE |
| Overall | 31     | 71%               | 74%               | 71%               |
| PP      | 8/26%  | 38%               | 38%               | 38%               |
| Non PP  | 23/74% | 83%               | 83%               | 83%               |

There is a large group of PPM children in this cohort. At least 4 of them were working below ARE and 1 is on the SEND register.

## Implications for Pupil Premium spending 2017-2018

We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

### Key Principles

**Building Belief** - We will provide a culture where:

staff believe in ALL children

there are "no excuses" made for underperformance

staff adopt a "solution-focused" approach to overcoming barriers

staff support children to develop "growth" mindsets towards learning

***Analysing Data*** - We will ensure that:

All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school

***Identification of Pupils*** - We will ensure that:

ALL teaching staff are involved in analysis of data and identification of pupils

ALL staff are aware of who pupil premium and vulnerable children are

ALL pupil premium children benefit from the funding, not just those who are underperforming

Underachievement at all levels is targeted (not just lower attaining pupils)

Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

***Improving Day to Day Teaching*** - We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved.

Set high expectations

Address any within-school variance

Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading

Share good practice within the school and draw on external expertise

Provide high quality CPD

Improve assessment through joint levelling and moderation

***Increasing learning time*** - We will maximise the time children have to "catch up" through:

Improving attendance and punctuality

Providing earlier intervention (KS1 and EYFS)

***Individualising support***

*"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."*

We will ensure that the additional support we provide is effective by:

Looking at the individual needs of each child and identifying their barriers to learning