



Pupil premium strategy statement (primary)

1. Summary information					
School	Langmoor Primary School				
Academic Year	2019/20	Total PP budget	£84940	Date of most recent PP Review	Autumn 2019
Total number of pupils	208	Number of pupils eligible for PP	38 (including Ever6 & LAC)	Date for next internal review of this strategy	Autumn 2020

2. Current attainment			
<i>Based on data from July 2019</i>	<i>Pupils eligible for PP (36 pupils) 17%</i>	<i>Pupils eligible for Ever6 (9 pupils) 9%</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above expected in reading, writing and maths	53%	56%	61%
% achieving expected or above expected progress in reading	67%	56%	71%
% achieving expected or above expected progress in writing	58%	56%	76%
% achieving expected or above expected progress maths	64%	67%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Gaps in Learning: 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 can also include habitual lateness and the same day being taken off school on a regular basis.
B.	Learning Difficulties: Some of our disadvantaged pupils have additional learning needs. 21% of pupils who receive pupil premium are also on the SEND register. 3 children have a diagnosis of ASD with all three having full time support in class in order to access the curriculum. One child is

	dual registered at Oakfield Pupil referral Unit. 2 children also have a diagnosis of ADHD with one requiring TUF to support his needs within class. It is worth noting that all of these children are in the same class.	
C.	Developing Independence: 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 may be due to lack of time, importance attached to it, lack of parental engagement, lack of parental understanding or the tools needed to complete the homework.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor attendance: 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.	
E	Social Deprivation and social care needs: Our deprivation score is below the National Average (0.14 compared to 0.21) and many of our families face social and economic challenges. We currently have 2 families being supported by SLF through an Early Help Referral. These children also have adverse childhood experiences such as DV, unstable family lives and split families.	
F	Mental Health and wellbeing needs: 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. 7% of children have identified needs in these areas – however at least 2 more children have needs in this area due to their SEND diagnosis – making 12%. Some of these children have difficulty in interacting successfully with their peers which then leads to disruption within class.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps in Learning: 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.	Learning Difficulties: Disadvantaged pupils achieve National Expectations or better where possible. Where children are working significantly below there are, those children are still making progress against their targets.	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.
C.	Developing independence: 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.
D.	Poor attendance: 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.

E.	<p>Social Deprivation and social care needs: 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.</p>	<p>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.</p>
F.	<p>Mental Health and wellbeing needs: 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)</p> <p>Route to Resilience training feeds into all areas of school life. This is designed to also support children's well being. Currently one member of staff will be undertaking training to be a mental health first aider.</p>	<p>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.</p>

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"> Pupils relying on LSA support to develop independent skills Teaching, marking and feedback to be at least good or better across the school in line with new policy 	<p>All support 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>	Quality First teaching and grab and go interventions impacts significantly on progress	<p>SLT to share teaching and learning updates to identify any areas for development</p> <p>Book trawls, learning walks and Trust Peer Review will look at quality of feedback and marking in relation to targets from January 2019</p> <p>Monitoring of teaching over time</p>	HT DHT Maths and English subject leads	<p>July 2020</p> <p>Monitoring through learning walks, book scrutiny, lesson observations, intervention monitoring (SENDCo) Analysis of data</p>
Total budgeted cost					£40567
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?
A: Gaps in learning – Gaps analysed and pupils to receive specialised support – Grab and go & booster groups. Also includes part time teacher for Y6 to support T, W, Th	<p>Small group intervention by LSA's – monitored by SENDCo and all teaching staff.</p> <p>Booster groups for children during assembly time run by T staff, Y6 supported at their level</p>	<p>Intervention is bespoke to child – Accelerate progress by building confidence and closing the gap</p> <p>Use successful strategies in address gaps in R, W, M and grammar and punctuation skills</p> <p>To increase results in Year 6 for PPM children</p> <p>To also support Y5 ch ready for Y6</p>	<p>Pupils make expected progress in reading, writing and maths</p> <p>100% of pupils targeted to make progress – gaps to be monitored and analysed on entry and exit of intervention group</p>	HT DHT Maths and English lead	<p>Pupils progress meetings termly</p> <p>SEND targets and reviews completed termly</p> <p>Gaps analysis by CT</p> <p>COST: T support £15910</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 £13925
Total budgeted cost					£29835
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?
WELL BEING OUTCOME 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 such as Morning Club which also provides breakfast. Afternoon club provides a biscuit and a calm end to the day. Counsellor to provide sessions for certain pupils LSA to become part of ELSA network and attend termly training meetings Mental Health First Aider to work with most vulnerable class to support needs	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. We have also begun to see the impact of parental mental health needs on the children in terms of their own mental health and their learning.	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 £7000
WELL BEING OUTCOME Social care needs	School is able to support parents when making referrals to SLF	Signposting parents to the appropriate services has enabled concerns to be shared at school. Barriers are reduced, staff are fully	HT to monitor use of outside agencies	SLT	Curriculum mapping for whole school enrichment

Further opportunities for parents to receive support from school about outside agencies	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	informed of children's needs and support is swiftly identified. Participation in outdoor learning enhances children's enjoyment of school	HT to observe Forest school in actions to support children's learning		Cost £2000
ENGAGEMENT OUTCOME For PPM children's attendance to be in line with National Average – currently stands at 94.4% (Summer 2019)	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
Total budgeted cost					£10000

6. Review of expenditure				
Previous Academic Year		2018-2019		
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"> Pupils relying on LSA support to develop independent skills Teaching, marking and feedback to be at least good or better across the school 	<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>Peer review Jan 2019 found some inconsistencies in marking and presentation. This was addressed through staff meetings and a new marking policy introduced in the Summer Term.</p> <p>Where possible a match has been made with children and TA to ensure that the best possible outcomes are gained for all children.</p> <p>Route to Resilience continues to be embedded across the school and the introduction of Forest School has helped to support independence and discovery.</p>	<p>Peer Review shows that marking and presentation need to be consistent across the school and that all stakeholders are responsible for this. Training and new policies will ensure that this continues.</p> <p>Children in Upper KS2 are becoming more familiar with evaluating their own learning and staff skills are increasing all the time to ensure that this continues.</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>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</p>	<p>Commission STS support for individual pupils</p> <p>Small group intervention by LSA's – monitored by SENDCo and all teaching staff.</p>	<p>Intervention by employing a second teacher to work with Y6 and Y5 PPM children mornings only has had a positive impact. This also allowed children who are not PPM to access a second teacher and work in small groups. Sats results for Y6 increased considerably (8 points above National Average). This also allowed for Y5 children to be Y6 ready.</p> <p>By employing a second teacher, TA's were freed up to work with more vulnerable children and so could support their learning more.</p> <p>Booster groups are also run by teachers across the school and results across the school are positive.</p>	<p>STS no longer exists so we cannot use that approach.</p> <p>Continue with the second teacher in Year 6 and Year 5. Year 5 are particularly vulnerable.</p>	£5000

<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>Staff training has also included ADHD as we have had 3 children diagnosed (2 of whom are PPM). 1 child with EHCP and PPM moved to Specialist SALT unit November 2018. 8 children have SEND needs – of these 38% achieved EXS in reading, 25% achieved EXS in writing and 38% achieved EXS in Maths. Only 1 child achieved EXS in RWM. Not all children achieved National Average – the nature of their SEND needs means that they made progress against their targets.</p>	<p>TA's will continue to work with these children as well as any suitable outside agencies who can provide us with support to enable these children to make the best progress.</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>WELL BEING OUTCOME 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>ELSA has continued and the member of staff has a dedicated day to work with children. The method of referring children is working well. The ELSA has also built good relationships with the parents of those children to support the whole family. TA's provide drop in sessions for all children which supports their needs. Any incidences are recorded on CPOMS so that all DSL's are aware. Well being checklist continues to be updated termly and passed onto the next teacher.</p>	<p>ELSA has continued with full day in school and also has planning time outside of this so that more time is spent with the children. One member of staff to be trained as a mental health first aider. She currently works with the most vulnerable class.</p>	<p>£1500</p>

<p>WELL BEING OUTCOME 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>One senior leader has completed her Forest School training and so this will roll out into the new academic year. Forest School parent sessions were well received. School will continue to support parents where they can. There is a lack of services available and where services are available they are taking a long time to action anything.</p>	<p>Forest School will be timetabled fully next academic year to ensure that all children get the opportunity to go. Services will be accessed as soon as possible to prevent any further delays.</p>	
<p>ENGAGEMENT OUTCOME 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>At the end of the Academic year Whole School attendance was 96.2%. Non PPM children is 97.3% and PPM children is 94.4%.</p>	<p>One child whose attendance was significantly below has since left us to move to another school. The approach with the EWO has worked well and we continue our working relationship with them.</p>	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.