

Context of school 2020/2021

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. The trust also opened New Lubbethorpe Primary School in September 2019. 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. Forest School continues to be developed and includes a new mud kitchen, new shed and storage facilities and a 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 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.

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
September	160	163	182	183	180	210	216	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 LTS Liaise V3

- The majority of our pupils come from our catchment area. 62%
- Our school deprivation indication is 0.14
- The socio-economic background of the area is below the national average - Deprivation affecting children being ranked 47th out of 274 in Leicestershire.
- The school is smaller than average primary schools having 216 pupils compared to the national average of 281 - numbers currently increasing and over 30 appeals were heard last academic year
- The number of pupils known to be eligible for free school meals is 15.3%, which is slightly higher than the national average of 13.7%
- The percentage of pupils whose first language is not English is slightly lower than average at 18.7% compared to 21.2% nationally

- The percentage of children identified as having SEND support needs, is 7.4% which is below the national average of 12.2%
- The percentage of pupils identified as having statements or EHCP's is 0.9% which is slightly below the national average of 1.3%
- The school has a deprivation score of 0.14 with the national average being 0.21
- The percentage of pupils from minority ethnic groups is 47.6% compared to 33.1% nationally.
- Attendance - The overall attendance figures for the school remains at 96.5%. Less parents are requesting holidays in term time, but request extended holidays to China, India and Pakistan.
- 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 is maintained from EYFS to KS1 and then KS1 to KS2, to plan and deliver engaging lessons which improve knowledge and close any gaps.

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 2019-2020 the allocation for Pupil premium was £63360 with a balance from 2018-19 of £19880. We also had £1700 for LAC. This meant a total of £84940 was available. The pupil premium was spent in the following way:

- Teaching interventions - a second teacher in two classes to support learning = £29835
- Teaching assistants/learning support assistants supporting children in all classes = £40567(full year)
- Specialist Teaching Service = £3200
- Counselling = £500
- Sports Clubs to support new life experiences = £500
- Music/books/equipment = £3000
- Support towards paying for school milk = £1995
- After school Club fees/Breakfast club fees = £500
- Resources to support learning across the school = £1500

We have also been able to use Pupil Premium allocation to support parents with providing school uniform and to support children to attend the Year 4 and 5 residential.

Evidence of Impact

Reading KS1 - 2019 (NO results for 2020 - Covid 19)

Key stage 1 reading attainment by pupil group											
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 ?
All pupils	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 - 2019 (NO results for 2020 - Covid 19)

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
All pupils	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 - 2019 (NO results for 2020 - Covid 19)

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 ?
All pupils	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 2019 - 2020

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	76%	76%	83%
PP	5/17%	60%	60%	60%
Non PP	25/83%	80%	80%	88%

Year	NOR/%	Reading	Writing	Maths
2		% at or above ARE	% at or above ARE	% at or above ARE
Overall	30	70%	66%	73%
PP	2/7%	50%	50%	50%
Non PP	28/93%	71%	68%	75%

Year	NOR/%	Reading	Writing	Maths
3		% at or above ARE	% at or above ARE	% at or above ARE
Overall	30	63%	87%	83%
PP	3/10%	100%	100%	100%
Non PP	27/90%	85%	85%	81%

Year	NOR/%	Reading	Writing	Maths
4		% at or above ARE	% at or above ARE	% at or above ARE
Overall	31	84%	84%	87%
PP	7/23%	57%	43%	71%
Non PP	24/77%	92%	88%	96%

Year	NOR/%	Reading	Writing	Maths
5		% at or above ARE	% at or above ARE	% at or above ARE
Overall	28	78%	68%	79%
PP	7/25%	57%	57%	57%
Non PP	21/75%	90%	71%	81%

Year	NOR/%	Reading	Writing	Maths
6		% at or above ARE	% at or above ARE	% at or above ARE
Overall	30	87%	87%	87%
PP	3/10%	100%	100%	66%
Non PP	27/90%	87%	83%	87%

Many of our PPM children are also doubly disadvantaged by being on the SEND register. This is particularly evident in Year 5 as there are 2 children with EHCP's and another with a diagnosis of ASD. Some cohorts have small numbers of PPM children which means that no trends can be established across the school. In Year 6 and Year 3 PPM children do better than their peers, but in Years 1, 2, 4 and 5 they do less well. This is mainly due to their SEND need.

Implications for Pupil Premium spending 2019-2020

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