

Pupil premium strategy statement – Langmoor Primary School Dec 2024 (to run until July 2025)



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 (3 year plans are recommended)	2025-2028 (Year 1)
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
Statement authorised by	H Bonser - Headteacher
Pupil premium lead	R Upfield
Governor / Trustee lead	Mark Browne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68798
Total budget for this academic year <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>	£68798

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 improved and sustained, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for good quality education.

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	Gaps in Learning including indicators of why: 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 (22%) 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 improved over the last year, but there is always room for further improvement. As a whole the attendance figures are good and there is little disparity between the two groups – Whole school 96.5% and PPM children 95.7% (Nov 2024). However certain children within the group of PPM have very low attendance – as low as 84%. Others have attendance of 100%
2	Learning Difficulties: Some of our disadvantaged pupils also have learning needs or have been exposed to ACE and are under social care. 16% of pupils are on the SEND register or have Speech and Language support in order to support their learning. 2 children have EHCP's and a further one has been requested.
3	Mental Health and Well being needs: 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 Head 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. 2 children in Year 6 are trained as well being ambassadors, one of whom is a PPM child. 2% of PPM children are under CAMHS, 5% are under the EMHP, and 35% have accessed ELSA this academic year.
4	Social deprivation and social care needs: Our deprivation score is below the National Average at 0.12 and many of our families face social and economical challenges. As a routine school is paying for school trips for those children who need that support. Experiences are key to school enjoyment. We also look closely at the wider family and have links to a local butchers who supply Xmas Hampers, and a local food bank we can refer to.

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. We have a new policy document which all parents are aware of, and parents are also made aware if their children are persistently absent. This has meant that so far we have raised attendance for all pupils including PPM.
Improved reading attainment for disadvantaged pupils, particularly in KS2 Those who have fallen behind make accelerated progress or catch up at least	Disadvantaged pupils across the school, but particularly in KS2, reach standardised scores of 100 where possible Interventions are analysed thoroughly to ensure that they are having a positive

To target those children who have fallen behind to ensure they receive high quality intervention	impact on children's learning and progress has been accelerated
To achieve and sustain improved health and 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"> • Parent and pupil questionnaires • A firm embedding of the Values for Education in school • An increase in participation of different enrichment activities by all groups of children, including a specific lunchtime club for PPM children
To ensure our disadvantaged pupils in EYFS achieve a good level of development	Outsource EYFS specialist support to work with Early Years staff and teachers to enhance teaching and learning Ensure our disadvantaged pupils have the best possible start so that less gaps appear as they move up the school

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

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	Ensure that the curriculum is fully sequenced with specific endpoints to ensure that the disadvantaged children have the best diet of education they can Support from the SIL and Deputy Head Early Years Toolkit from EEF	1, 2, 3
Training and monitoring for Subject Leaders to fully embed the pedagogy of the curriculum and secure endpoints	Ensure that the curriculum is fully sequenced with specific endpoints to ensure that the disadvantaged children have the best diet of education they can Support from SIL and external agencies	1, 2, 3
Further Phonics training for all staff	Ensuring that all staff are trained in the new phonics scheme so as to ensure	1,2

	consistency throughout the school. This is to ensure that we can embed, enact, enable and evaluate the impact of phonics on our children (ELS) EEF Improving Literacy in KS1	
Revisit training for Everyone's Welcome to ensure children understand about the protected characteristics	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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted structured interventions that secure outcomes for the disadvantaged children – including specific timetabling of reading interventions for KS2	Further training to fully embed phonics teaching skills. Interventions timetabled to ensure consistency. Intervention programmes evaluated to ensure we are getting value for money Training for GDS writing at KS2 Training for Talk 4 Reading EEF - Teaching assistant interventions	1,2
Mastering Number NCETM/Maths Hub Use of Fluency Bee (Y3)	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: £28798

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>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</p>	<p>3,4</p>
<p>Experiences within school that children are unlikely to access</p>	<p>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 Lunchtime club for those children who have never accessed an after school club EEF Social and Emotional Learning</p>	<p>3,4</p>
<p>Access to resources to enable learning to take place outside of school. Encourages idea of everyone belonging</p>	<p>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 Continue to stock lending library in the foyer and encourage children to read the bookd</p>	<p>3, 4</p>
<p>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 banks for certain families</p>	<p>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. EEF Social and Emotional Learning</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £68798

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To achieve and sustain better attendance for all pupils, but especially those with attendance consistently below 85% year on year:

Only 1 PPM child now has attendance below 90%, but this needs to be sustained. The new policy that was introduced in August has helped massively and parents have been informed when their child's attendance falls into the persistently absent category. Termly meetings with the LA attendance team help to focus support where needed. Our attendance overall was over 95%, including that for PPM children.

Improved reading attainment for disadvantaged pupils, particularly early reading:

Phonics attainment in Y1 Summer 2024 90%. All PPM ch in Y1 in passed their phonics screening. In our Peer Review of Nov 2024 early reading was described as a strength. Rapid Reading continues to be carried out 3 x per week. In KS2 PPM children can often have SEND needs too so it looks as though they have made less progress. 23 children in KS2 are in receipt of PPM. 9 of those 23 are not working at age related expectations, but at least 6 have SEND needs.

To achieve and sustain improved well being for all pupils in school:

Parents are aware of our offer of ELSA or EMHP. Parents are more willing to ask for support for their children. We have well being ambassadors for both staff and pupils. Pupil and Parent questionnaires are positive about well being in school and feeling safe. This year we have provided Xmas Food Hampers in conjunction with a local butcher to support the whole family.

To ensure our disadvantaged pupils in EYFS achieve GLD:

The curriculum has been revamped following extensive research and support. 1 PPM child achieved GLD out of 4, but 2 PPM children have SEND needs. 1 child is working significantly below age related expectations.

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

Programme	Provider
ELSA supervision	Leics Ed Psych service
Mastering Number	NCETM/Maths Hub
Developing an Inspirational Reading Culture	Talk for Writing/ Pie Corbett
Greater Depth Writing at KS2	Talk for Writing/ Pie Corbett
Support for Subject Leaders	Jan Knox Education
Talk for Reading	Talk for Reading/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.