

# Pupil premium strategy statement – Langmoor Primary School 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	210
Proportion (%) of pupil premium eligible pupils	45/210 = 21%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025-2028 (Year 2)
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
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	£69690
<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>	£69690

# 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	<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 (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 95.5% and PPM children 94.6% (July 2025). However certain children within the group of PPM have very low attendance – as low as 84%. 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. 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	<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 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	<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. 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. We also have a hygiene bank at school.

## 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.	<p>Sustain high levels of pupil wellbeing demonstrated through</p> <ul style="list-style-type: none"> <li>• Parent and pupil questionnaires</li> <li>• A firm embedding of the Values for Education in school</li> <li>• An increase in participation of different enrichment activities by all groups of children, including a specific lunchtime club for PPM children</li> </ul>
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 funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor the impact of the EYFS curriculum to ensure that disadvantaged children achieve the best possible outcomes	<p>Ensure that the curriculum is fully sequenced that is impactful and meaningful for our children including the disadvantaged.</p> <p>Deputy head to oversee with support from SIL</p> <p>Early Years Toolkit from EEF</p>	1, 2, 3
Training and monitoring for Subject Leaders to fully assess the impact of the curriculum	records of CPD and training sessions attended by Subject Leaders on assessing curriculum impact, alongside monitoring forms from lesson observations, work scrutinies and pupil voice activities that specifically consider	1, 2, 3

	<p>the experiences and progress of disadvantaged pupils.</p> <p>EEF effective professional development Gateway Alliance training Overseen by HT, DHT and SIL</p>	
Continue to provide Phonics training for all staff	<p>Ensuring that all staff are trained in the phonics scheme and the follow-on ELS progress so as to ensure consistency throughout the school.</p> <p>EEF Improving Literacy in KS1 Phonics lead to oversee with support from HT &amp; SIL</p>	1,2
Refresh training for Everyone's Welcome to ensure children understand about the protected characteristics	<p>Establish consistently good to outstanding personal development across the school and evaluate its impact through feedback gathered from pupil and parent questionnaires.</p> <p>Social and Emotional Learning EEF</p>	1, 2

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

Budgeted cost: £46,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted structured interventions that secure outcomes for the disadvantaged children in LKS2 – including specific timetabling of reading interventions for LKS2	<p>Provide further training to strengthen the delivery of interventions in lower Key Stage 2. Ensure interventions are timetabled consistently for identified pupils, and regularly evaluate these programmes to check they are effective and offer good value for money.</p> <p>EEF – Deployment of Teaching Assistants SENCO to oversee with support from HT and SIL</p>	1,2
Use of Mastering number Year 3	<p>Designed to support Year 3 and 4 children to be successful in the times tables check. Average score for Pupil Premium children is 18. 2 children were disapplied and only 1 had full marks. This is a targeted intervention for the whole class and carries on from Year 1 and 2 sessions.</p> <p>EEF – Mathematics in KS1 &amp; 2</p>	1, 2

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

Budgeted cost: £19359

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>Providing staff with up-to-date training ensures they can support the whole child, addressing both their academic progress and wider personal and emotional needs. 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 targeting KS1 children Lunchtime club for those children who have never accessed an after school club Science club to improve outcomes in science for KS2 children 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 Provide all KS2 children with a filled pencil case. Continue to stock lending library in the foyer and encourage children to read the books</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</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.</p>	<p>1, 2, 3, 4</p>

banks for certain families Hygiene bank available for parents of disadvantaged children	EEF Social and Emotional Learning	
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**Total budgeted cost: £69690**

## 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:**

The school has successfully met this target, with only three pupils currently below 85% attendance, representing 0.4% of the whole school and 2% of the Pupil Premium cohort (one pupil). Termly meetings with the Local Authority Attendance Officer were held to identify and support pupils with persistent absence. Focused monitoring and early intervention strategies helped to improve attendance across the whole school, ensuring that most pupils, including those eligible for Pupil Premium, now have attendance rates well above 85%. As a result of sustained improvement, termly meetings with the Local Authority are no longer required, reflecting the school's success in embedding effective attendance practices.

**Improved reading attainment for disadvantaged pupils, particularly in KS2  
Those who have fallen behind make accelerated progress or catch up at least:**

There has been an improvement in the reading attainment for children in UKS2; however, those in LKS2 have not made as much progress but it should be noted that of the disadvantaged children in LKS2 5 children are also on the SEND register including 2 EHCPs and 1 child transferring to specialist provision in Autumn 2025.

**To target those children who have fallen behind to ensure they receive high quality intervention:**

There has been an improvement in attainment for children in upper Key Stage 2; however, progress for those in lower Key Stage 2 has been more limited. It is important to note that among the disadvantaged pupils in lower Key Stage 2, five are also on the SEND register, including two with EHCPs and one who is transferring to specialist provision in autumn 2025. Interventions have been closely monitored and reviewed by the SENCO, Headteacher and Deputy Headteacher to ensure they are targeted and effective. Additionally, the Headteacher and Deputy Headteacher have taken over leading assemblies, creating extra dedicated time for staff to deliver interventions to pupils who need additional support.

**To achieve and sustain improved health and well-being for all pupils in our school, particularly our disadvantaged pupils:**

Lunch time club for pupil premium children. Clubs list shows that pupil premium children are accessing after school clubs this has been a slight improvement on last year. Membership of the LSLSSP allows us to access competitions and activities

specifically targeting disadvantaged children for example – ‘Move it March’, ‘Energise’ and ‘Sparx’.

**To ensure our disadvantaged pupils in EYFS achieve a good level of development:**

One out of Three pupil premium children achieved GLD. One of these children is LAC and had only been with his foster carer for 4 weeks before he started school. Despite not achieving GLD, the children have made good progress.

## 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
Developing an Inspirational Reading Culture	Talk for Writing/ Pie Corbett
Greater Depth Writing at KS2	Talk for Writing/ Pie Corbett
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.*