



Longmoor

Community Primary School

Together we grow, explore, discover.

Pupil Premium Strategy

Reviewed:		Policy owner:	Mark Garside (HT)
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1.0	21/22 Strategy Reviewed	September 2022
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**DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE**

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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Longmoor Community Primary School
Number of pupils in school	415 (453 inc. Nursery) ¹
Proportion (%) of pupil premium eligible pupils	28%
Academic years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mark Garside, Headteacher
Pupil Premium Lead	Mark Garside, Headteacher
Link Governor	Terry Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,000
Recovery premium funding allocation this academic year	£182,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£182,000

¹ Correct on 06/12/21

Part A: Pupil Premium Strategy Plan

Statement of Intent

It is our school's intent to have a strong, knowledge-rich curriculum in place, which is then implemented successfully by teaching staff. Ultimately, it is our aim that all children, regardless of their background or ability, leave us ready for the next stage of their educational journey:

I am...

Independent
Articulate
Engaged
Forward-thinking
Resilient
Conscientious
Respectful

I have...

The skills that stem from a rigorous curriculum.

I will...

Achieve my full potential and highest possible outcomes at the end of Key Stage 2.

I have...

A secure foundation for financial stability in my later life.

I am...

Ready for the next stage of my academic journey. I can cope with the higher demands of the secondary curriculum.

The school's BARRIERS curriculum, combined with the high-quality teaching and learning that takes place, ensures that children leave our school ready for the next stage of their formal education. Our children know that through our rigorous studies, we have extremely high expectations of the standard they work at, the standard they achieve and the diligence that they work with.

Pupil Premium funding will be used to ensure that children have access to the wider opportunities that they wouldn't usually, not only in terms of 'visits and trips', but also access to professionals, teachers and tutors in order to bring about their progress.

Challenges

Challenge number	Detail of challenge
1 (EYFS)	Children entry our EYFS Setting, either into nursery or reception, developmentally at a level that is significantly below those of their peers nationally due to the highly deprived area that the school serves (in the bottom 20% nationally)
2 (Speech)	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident particularly through EYFS and Key Stage 1 and, in general, are more prevalent among our disadvantaged pupils than their peers.
3 (Phonics)	Assessments, observations, and discussions with pupils show that disadvantaged pupils have greater difficulties developing their Early Reading Skills, particularly phonics, when compared to their cohort peers.
4 (Reading, including in the Wider Curriculum)	<p>Planning a wider curriculum that prioritises reading, and does so at a highly academic level, which engages children with rich and varied subject-specific vocabulary.</p> <p>The school environment prioritises reading and values its place both in terms of reading for pleasure and supporting learning across the curriculum.</p>
5 (Maths)	There are gaps between the attainment of those children entitled to Pupil Premium and their peers in mathematics throughout Key Stage 1 and Lower Key Stage 2, with the majority of Disadvantaged Children Working Towards the Expected Standard in some cohorts across the school.
6 (MHW)	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified complex social and emotional issues for some pupils, which continues to be more prevalent after COVID-19 closures. These challenges particularly affect disadvantaged pupils: their basic needs, SEMH and levels of attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 33 pupils (25 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
7 (Attendance)	Our attendance data continues to show that those children entitled to Pupil Premium Funding continues to be disproportionately impacted, in a negative way, by higher levels of absence and Persistent Absenteeism. There is a disproportionately high percentage of disadvantaged pupils classed as a 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and levels of attainment.
8 (SEN)	The proportion of the school SEN Cohort that is entitled to Pupil Premium funding because of their disadvantaged nature is much greater than the school's general population: approx. 50%
9. CPD	Ensure that staff confidence continues to be re-built after the COVID-19 pandemic by placing a high value of CPD. As every staff member is an individual, ensure that there is a dynamic system in place, which can respond to the needs of individuals.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	All children are given the best opportunity to develop their Early Reading Skill, including phonics, as there will be no difference between the Speech and Language development of those children entitled to Pupil Premium Funding and the rest of the cohort. PSC levels of attainment show the Disadvantaged Children achieve at least as well as the national cohort.
Improved oral language skills led to a smooth transition to	
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that attainment of disadvantaged pupils is at least in line with the national cohort, with levels of progress being positive – ideally greater than the progress of the cohort generally.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 mathematics outcomes in 2024/25 show that attainment of disadvantaged pupils is at least in line with the national cohort, with levels of progress being positive – ideally greater than the progress of the cohort generally.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in referrals to the pastoral team and external agencies • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. • School Staff and EWO Focusing efforts on minimising the number of Disadvantaged children, who are classed as a 'Persistent Absentee', using incentives as well as sanctions.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£51,300 (28% of Total Funding)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Enhance the staffing levels in EYFS, to ensure that those children who need additional scaffolding and support to accelerate their development towards Key Stage 1 readiness.	EYFS Toolkit EEF: Better Adult: Child Ratio will <ul style="list-style-type: none"> Positive, purposeful interactions between staff and children (which can in turn) lead to: <ul style="list-style-type: none"> better Self-Regulation; stronger development of Early Number concepts; more frequent enhanced activities that support children's language development. 	1 (EYFS)	Staffing Costs: £22,000
To support disadvantaged pupils within the Year 6 cohort in Maths so that they have the skills needed for secondary school through deployment of an experienced teacher to take an extra Maths set for the year, and deliver honed interventions.	Evidence to support the effectiveness of small group work. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5 (Maths)	~ 25% teacher's salary cost £10,000
Improve staff development and awareness of teaching disadvantaged children Purchase of a licence for The National College and directing staff to the relevant courses	DfE guidance to school states the importance of effective and targeted staff CPD Standard for teachers' CPD https://tdtrust.org/research/dfe-cpd-standard/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf DfE also states that pupil premium funding is the most effective when investing in high quality teaching https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium	9 (CPD)	National College licence cost £995
Create breakout spaces, which can be used for those children who need support to self-regulate, and offer intervention spaces for Speech and Language and Phonics Interventions. Ensure that internal learning environment is adequately zone to facilitate meaningful interactions with	Improve the Reception Learning Environment so that it is adequate enough to facilitate: <ul style="list-style-type: none"> Positive, purposeful interactions between staff and children; Self-Regulate; Develop Early Number Concepts; Support Children's Language Development. 	1 (EYFS)	£10,000

both adults and enhanced continuous provision.	EYFS Toolkit EEF:		
Purchase additional reading materials to support and supplement the main texts that are used to deliver RWI. This will increase Parental Involvement and provide non-fiction reading opportunities.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	3. (Phonics) 4. (Reading)	£5,000
Raise staff confidence when teaching Early Number and Mathematics by sourcing high-quality, expert-led CPD for all year groups.	DfE guidance to school states the importance of effective and targeted staff CPD Standard for teachers' CPD https://tdtrust.org/research/dfe-cpd-standard/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf DfE also states that pupil premium funding is the most effective when investing in high quality teaching https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium	5. (Maths)	Staff CPD / Training £3,000
Continue the school's rolling programme of purchases to drive our school's humanities curriculum, in a way that used high-quality texts and vocabulary in the humanities.	EEF Improving Literacy in Key Stage 2: Develop Pupils' Language Capabilities, by extending vocabulary by explicitly teaching new words, provided repeated exposure and opportunities to use new words.	4. (Reading)	Opening Worlds Resources £300

Targeted academic support

Budgeted cost: **£55,000 (30% of Total Funding)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>3. (Phonics)</p>	<p>Cost of TAs for 5 afternoon sessions of 1 hour each in R,1,2 cost £30,000</p>
<p>To support our youngest children who need additional input, support and intervention with regards to their speech and language.</p> <p>Employment of an external speech and language therapist to support children weekly.</p> <p>To provide dedicated SaL Assistants employed to work with EYFS and Year 1 pupils.</p>	<p>There is a strong evidence base that suggests specific and individualised speech and language work has a significant impact.</p> <p>Assessments show that pupil premium children with specific speech and language needs have made good progress and the gap with non-PP children has narrowed.</p> <p>Oral Language Interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2. (Speech)</p>	<p>SaL Therapist - £10,000</p> <hr/> <p>SaL Assistants Wage - £15,000</p>

Wider strategies

Budgeted cost **£75,700 (42% of Total Funding)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>To ensure that there is accurate and impactful formative and summative assessment in place for those children you are working below the level of the National Curriculum for their year group so that honed and accurate next steps can be planned so that progress is accelerated.</p>	<p>Importance of support for SEND pupils particularly those who are disadvantaged is highlighted within the following document</p> <p>DfE document Supporting SEND https://www.gov.uk/government/publications/supporting-send/supporting-send</p> <p>The effectiveness of individualised instruction has been noted https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	8 (SEND)	SEND Assessment Tracker £1,000
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Developing and implementing new procedures and appointing attendance/support officers to improve attendance and who will liaise with parents and concentrate on the first day of absence and persistent absentees.</p> <p>To ensure that the Educational Welfare Officer has time dedicated to supporting the attendance for disadvantaged pupils.</p> <p>Embed a key member of staff within the school's Support Staff Structure, who can focus on improving the attendance of, and reducing the absent rates of, Disadvantaged Children – particularly focusing on Persistent Absentees.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7 (Attendance)	<p>Attendance Officer's salary cost £15,000</p> <p>EWO cost £7,500</p> <p>Learning Mentor (April '23 Onwards) £6,500</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, specifically</p> <ul style="list-style-type: none"> - ROAR training for all staff - Use of counselling service Brighter Horizons - increased capacity to support SEMH through the Pastoral Team - Anti-bullying / Safer Internet Usage workshops / performances for KS2 - Gangs man booked to speak to Year 6 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	6 (MHW)	<p>Salary of pastoral team cost £20,000</p> <p>Brighter Horizons cost £15,000</p> <p>Gangman cost £1,000</p> <p>Anti-Bullying Workshops – £1,000</p>

<p>Money is invested into ensuring that Reading for Pleasure is valued in each and every base / classroom so that children are eager to engage with high-quality texts – to which they might ordinarily have access.</p>	<p>The National Literacy Trust; The development of children’s’ reading skills and comprehension is intertwined with the need to nurture a love of books and reading to create lifelong readers.</p>	<p>4 (Reading / Wider Curriculum)</p>	<p>£150 x 15 (£2,250) Teachers to invest in classroom environment.</p>
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There is a small reserve of money (**£2,000**) that can be used in a dynamic way to support children and families with short term, significant levels of need so that attendance and rates of progress are not negatively impacted.

Total budgeted cost: £182,000

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

		% PP in Cohort	National Cohort (Difference to LCPS)	PP Children	Gap	Non-PP Children	
Phonics	Year 1	17 / 58 (29%)	75% (↑ 7%)	14 / 17 (82%)	11%	29 / 41 (71%)	
	Year 2	16 / 59 (27%)	87% (↓12%)	12 / 16 (75%) ²	25% (4 Children)	43 / 43 (100%)	
End of Key Stage 2	Rd	23 / 60 (38%)	EXS	74% (↑ 9%)	19 / 23 (83%)	6% (1 Child)	33 / 37 (89%)
			GDS	28% (↑ 2%)	6 / 23 (26%)	12%	5 / 37 (14%)
	Wr		EXS	69% (↑ 5%)	17 / 23 (74%)	18% (4 Children)	34 / 37 (92%)
			GDS	13% (No Gap)	3 / 37 (13%)	2% (0 Children)	4 / 37 (11%)
	Ma		EXS	71% (↑ 11%)	19 / 23 (82%)	10% (2 Children)	34 / 37 (92%)
			GDS	23% (↑ 7%)	7 / 23 (30%)	6%	9 / 47 (24%)

The School's Pupil Premium Strategy has had a significant impact on the levels of attainment of those children entitled to Pupil Premium;

Phonics:

- At the end of Year 1, those children entitled to Pupil Premium:
 - Achieved 7% higher than the national cohort;
 - Achieved 4% higher than the non-Pupil Premium portion of the school cohort
- At the end of Year 2, all but 4 children in the cohort had reached the Expected Standard in phonics. All of these children were entitled to Pupil Premium Funding, with 3 out of the 4 children making significant progress from their starting points, which involved intense Speech and Language Intervention, including time in Specialist Provision, for some of the children in this group.

² Skewed due to the contexts of 3 out of the 4 children in this group that did not pass the Phonics Screening Check, including SEND and AEP.

End of Key Stage 2

Expected Standard

- In all three subjects (Rd, Wr and Ma), children entitled to Pupil Premium Funding outperformed the National Cohort of all children, by 9%, 5% and 11% respectively, with gaps to the school's non-Pupil Premium Cohort closed to 10% or closer in reading and mathematics. It is hoped that the school's writing gap will continue to close as the writing scheme recently implemented continues to have increased impact as it is delivered for an increased number of years.

Greater Depth

- In all three subjects (Rd, Wr and Ma), children entitled to Pupil Premium Funding performed at least as well as the National Cohort of all children.
- In all three subjects (Rd, Wr and Ma), children entitled to Pupil Premium Funding performed at least as well as the cohort of children in school not entitled to Pupil Premium Funding.

Speech and Language Provision

- A vital prerequisite to effective progression with Early Reading Skills (especially phonics) is effective communication and listening skills. The school's investment in additional adults, including a Speech and Language Therapist and Speech and Language Support Assistant, enables a real, meaningful and impactful on the communication on our most vulnerable children throughout the school, but especially in EYFS. Honed, bespoke and dynamic intervention, designed in conjunction with our Speech and Language Therapist, accelerates the development of Disadvantaged Children so that speech is not an obstacle when learning the skills of Early Reading – specifically phonics. Considering the context of our school's cohorts places them ~15% using the IDAC³ Index, our children make accelerated progress to be in line with the national average for Phonics at the end of Year 1.

Systematic Synthetic Phonics

- There is high-quality phonics taught across the school from nursery. There is a cohesive programme from teaching phonics to all children and intervening when necessary is providing great consistency, which is particularly impacting the most vulnerable children in each cohort.
- Those Disadvantaged Children who do not have access to high-quality texts at home are able to access phonically decodable books that are shared with parents / carers as partners in learning.
- Two Learning Support Assistants are able to dedicate a high proportion of their time intervening to accelerate the progress of children effectively so that levels of attainment are at least in line the national cohort of all children. This continues with Disadvantage Children into Lower Key Stage 2.

Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:

[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](#)

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- All Staff delivering Phonics have received training of the highest-quality, which continues in a dynamic manner, on a weekly basis. School is well supported by provider of the systematic, synthetic phonics programme in use.

Mathematics

- Extra investment in Key Stage 2 Mathematics (in Year 6) ensured that the Disadvantaged Children in this cohort, who were disproportionately impacted by the COVID-19, were secondary ready. This cohort of children missed the greatest proportion of face-to-face learning during the pandemic, with the engagement of the Disadvantaged Group of Children inconsistent and less as impactful of Other Children in the cohort.
- Attainment of the Disadvantaged Cohort of Children was significantly above the National Cohort (by 11%), with 82% of children reaching the Expected Standard in Mathematics; therefore, ready to access the Key Stage 3 Curriculum.

Investment in ICT

- Investment in our ICT Infrastructure, particularly in the number and quality of devices that we have in school has ensured that those children who live with some level of digital poverty have the facilities available to them in school and at home (if necessary) to access provision needed to support learning in school; for example, TT Rockstars, to consolidate times table fluency; and SPAG.com, to supplement the teaching of spelling, punctuation and grammar objectives.
- Homes have been support to access Wi-Fi in the most significant examples of digital deprivation so that Remote Learning and Learning Platforms can be accessed.

Investment in CPD

- Investing in an online Continual Professional Development Platform has enabled the school to have a much more dynamic approach to CPD, with the ultimate impact being on the quality of learning and, therefore, the level of attainment of all children. However, teacher evaluations strongly communicate the effectiveness on all children, but particularly those who are most vulnerable. Some examples of CPD Activities:
 - Scaffolding Strategies – Better Classroom Learning for All Children
 - Using EEF Guidance to Support SEND in the Mainstream Classroom
 - Exploring Problem Solving in Early Years Mathematics
 - Adopting Teaching and Learning to Bridge the Gap between Reception and Year 1
 - Neuroscience for Learning – is there a better way of teaching
 - Improving Times Table Fluency
 - Primary Reading: Developing a Strategy to Enthuse Readers and Enhance Reading Outcomes.

Mental Health and Wellbeing

The school's tiered approach to support and intervention enables us to work alongside a greatly increased number of children: on an ad-hoc (one off) basis; for short-term intervention / support, managed on a school level, by school staff; or escalating to more long-term support of a specific intervention programme or our school's counsellor. Prioritising the basic needs and Social and Emotional Mental Health of all children ensures that they are focused, fully-engaged and ready to learn, which directly impacts on the strength of results for 21/22.

Externally Provided Programmes

Programme	Provider
Speech and Language	Sophie Humphries – Liverpool Speech Therapy
Counselling Service	Brighter Horizons
Systematic, Synthetic Phonics Programme	Read Write Inc.
Maths Tutoring	Third Space Learning
Staff CPD	The National College