



# Longmoor

Community Primary School

*Together we grow, explore, discover.*

## Pupil Premium Strategy

<b>Reviewed:</b>		<b>Policy owner:</b>	Mark Garside (HT)
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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 2023 to 2024 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	404 (443 inc. Nursery) <sup>1</sup>
Proportion (%) of pupil premium eligible pupils	32% (YR to Y6)
Academic years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Mark Garside, Headteacher
Pupil Premium Lead	Mark Garside, Headteacher
Link Governor	Andrew Cooper

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,000
Recovery premium funding allocation this academic year	£19,000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£195,000</b>

<sup>1</sup> Data from Autumn Census 2023

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

#### The BARRIERS Curriculum

It is our school's intent to have a strong, knowledge-led curriculum in place, which is implemented successfully, to all pupils, including those children entitled to Pupil Premium Funding, with the following aims:

- Reading is prioritised so that all children are confident, fluent readers, who have access to high-quality books that develop their fluency; excite them about reading, for academic purposes and for pleasure; and prepares them for the next stage of their education.
- All children are ready for the next stage of their education because they have the knowledge that they need to meet their aspirations and interests across the full curriculum. All children achieve the best possible outcomes.

The IMD (Index of Multiple Deprivation) ranks Longmoor at position 3981 with a decile of 2 (2019 data). This means that having considered income, employment, health, crime, and other environmental deprivations, our school sits in the bottom 12% of areas within the country.

Our curriculum, and our school's purpose, must therefore be to break down these socio-economic ...

### BARRIERS

... in order to ultimately provide academic and financial achievement and wellbeing for the children in our care. Our curriculum is developed in a way that breaks down these barriers:

<b>B</b>	is <b>broad and balanced</b>
<b>A</b>	is <b>academic</b>
<b>R</b>	has been <b>researched</b> and proven to be successful
<b>R</b>	is <b>rigorous</b>
<b>I</b>	has been designed to foster <b>independence</b>
<b>E</b>	provides <b>equality of opportunity</b>
<b>R</b>	promotes a love of <b>reading</b>
<b>S</b>	enables our children to leave Longmoor ' <b>secondary-ready</b> '

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.

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)	20%
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.	4%
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.	22%
4 (Reading, including in the Wider Curriculum)	Disadvantaged Children have heard fewer words and are exposed to 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, in geography, history and science. The school environment prioritises reading and values its place both in terms of reading for pleasure and supporting learning across the curriculum.	7%
5 (Experiences)	Our school's catchment draws from an area of high deprivation, which impacts on the range of experiences that some of our children have had / continue to have access to beyond our school.	11%
6 (Maths)	There are gaps between the attainment of those children entitled to Pupil Premium and their peers in mathematics throughout Key Stage 2, with the majority of Disadvantaged Children Working Towards the Expected Standard in some cohorts across the school.	8%
7 (MHW)	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.	18%
8 (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%
9 (CPD)	There is continued develop to the school's curriculum, and continued changes in the school staffing structure; therefore, there is a continual training need to ensure that all teachers are paying fidelity to each scheme and are trained to a high standard so that all can deliver the well-sequenced schemes of work that ready children for the next stage of their education across or broad and balanced curriculum as well as providing a dynamic system, which can respond to the needs of individuals staff members and children.	2%

## 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.	<p>All children are given the best opportunity to develop their Early Reading Skill, including phonics, as their will be no difference between the Speech and Language develop 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.</p> <p>Enhanced experiences result in a deeper understanding of the knowledge and vocabulary that is taught across the curriculum.</p>
Improved oral language skills led to a smooth transition to	
Improved reading attainment among disadvantaged pupils.	<p>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.</p> <p>The school’s broad curriculum is rooted in high-quality texts so that socio-economic background is not a barrier: all children have the opportunity to access texts and attain well across the curriculum – particularly in history, geography and science.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>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.</p> <p>All children within are engaged enthusiastically in mathematics due to well-trained, confident staff astutely pitching exciting activities that are well-sequenced.</p> <p>Teachers are confident and high skilled at ensuring the fidelity of our school’s well-sequenced curriculum, by participating in high-quality CPD Sessions.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in referrals to the Learning Mentor and external agencies</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• providing safe and welcoming spaces in school that are calm and conducive supporting vulnerable children.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than <b>4%</b>, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by <b>1.5%</b>.</li> <li>• Assistant Headteacher (responsible for Behaviour and Attendance), Learning Mentor, Attendance Officer and EWO Focus efforts on minimising the number of Disadvantaged children, who are classed as a ‘Persistent Absentee’ using a system of support, support and challenge.</li> <li>• Children and families are motivated to attend school due to the positivity with which attendance is spoken and the engagement with children in the school’s attendance incentive program.</li> </ul>

## 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: **£57,000 (29% 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"> <li>Positive, purposeful interactions between staff and children (which can in turn) lead to: <ul style="list-style-type: none"> <li>better Self-Regulation;</li> <li>stronger development of Early Number concepts;</li> <li>more frequent enhanced activities that support children's language development.</li> </ul> </li> </ul>	1 (EYFS)	Staffing Costs: £30,000
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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	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 <a href="https://tdtrust.org/research/dfe-cpd-standard/">https://tdtrust.org/research/dfe-cpd-standard/</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf</a>  DfE also states that pupil premium funding is the most effective when investing in high quality teaching  <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium</a>	9 (CPD)	National College licence cost £995
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. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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 <a href="https://tdtrust.org/research/dfe-cpd-standard/">https://tdtrust.org/research/dfe-cpd-standard/</a>	5. (Maths)  9 (CPD)	Staff CPD / Training £3,000

<p>Raise staff confidence by reviewing the pedagogy and Long Term Map and investing in high-quality teaching.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712 - PD standard.pdf</a></p> <p>DfE also states that pupil premium funding is the most effective when investing in high quality teaching</p> <p><a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium</a></p>		<p>Staff CPD / Training £6,000</p>
<p>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.</p>	<p>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.</p>	<p>4. (Reading)</p>	<p>Opening Worlds Resources £1,500</p>
<p>Ensure that there is adequate resourcing in school to ensure that manipulatives can be used to support, scaffold and represent key mathematical concepts.</p>	<p>EEF   Improving Maths in KS2 and KS3: • Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.</p>	<p>6. (Maths)</p>	<p>Maths Resources £1,000</p>



## Targeted academic support

Budgeted cost: **£52,500 (27% 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:</p> <p><u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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>1 (EYFS) 2 (Speech) 3 (Phonics)</p>	<p>SaL Therapist - £7,500</p> <hr/> <p>SaL Assistants Wage - £15,000</p>

## Wider strategies

Budgeted cost **£85,000 (44% of Total Funding)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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)	Attendance Rewards: £1,000
			EWO cost £7,500
			Learning Mentor (April '23 Onwards) ~£30,000
<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"> <li>- Use of counselling service Brighter Horizons</li> <li>- increased capacity to support SEMH through the Pastoral Team</li> <li>- Anti-bullying / Safer Internet Usage workshops / performances for KS2</li> <li>- Gangs man booked to speak to Year 6</li> <li>- Provide appropriate safe spaces for children to use.</li> </ul>	<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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	6 (MHW)	Brighter Horizons cost £15,000
			Gangman cost £1,000 Anti-Bullying Workshops – £1,000
<p>To ensure that there are high-quality texts and inviting reading areas provided the children to reading, independently, for pleasure:</p> <ul style="list-style-type: none"> <li>- High Quality Fiction;</li> <li>- No-fiction, linked to the school's curriculum;</li> <li>- .Texts to prepare children for life in Modern Britain.</li> </ul>	<p>Book Trust</p> <p>EEF Literacy Catch-Up Programme</p> <p>OFSTED / DfE Research Review Series: English</p> <p><i>Reading independently and for pleasure</i></p> <p>Research on the benefits of pupils' reading for pleasure is extensive. This research indicates a positive correlation between pupils' engagement with reading and their attainment in reading, motivation to read and their self-confidence in reading.</p>	4 (Reading)	Library Books £10,000
			Library Environment £2,000
<p>To provide all children with the opportunity to access the school's full curriculum offering by subsidising visits.</p>		5 (Experiences)	School Contribution to Experiences ~£10,000

There is a small reserve of money (**£4,500**) 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: £195,000**

## 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 2022 to 2023 academic year.

#### EYFS:

- The **Large Majority** of the cohort attained a Good Level of Development (77%) likely to be above National Average
  - **Most** of the cohort reached age-related expectations in Communication (85%) likely to be above National Average.
  - **Most** of the cohort reaching age-related expectations in Personal and Social Development (88%) likely to be in line with National Average.
- This is because of investment of Pupil Premium Funding in additional adults, with a ratio of 1:10 instead of the more usual 1:15.
- The school's Speech and Language Therapist, commissioned from Liverpool Speech Therapy, ensures that children are assessed in a timely manner, with no need to wait on NHS Waiting Lists. From these assessments, expertly planned interventions are delivered by the school's team of Learning Support Staff to ensure that children are given the opportunity to practise on a daily basis.

#### Phonics

- In Year 1, the **Large Majority** of children in receipt of Pupil Premium (75%) reached the required standard, with only 3 children not reaching this standard despite accelerated progress throughout Year 1.
- By the end of Key Stage 1, **most** children in receipt of Pupil Premium Funding (94%) reach the required standard – only 1 child needing further intervention to reach this standard. In comparison, **most** children in the wider cohort (85%) reach the required standard.
- This is because additional materials were bought to ensure that consolidation could take place with parents at home, including non-fiction texts to appeal to those reader who prefer factual texts.
- RWI Link School Improvement Partner also quality assured provision, with the school's phonics lead providing training sessions to strength staff confidence and skills.
- Staff highly skilled in delivering Read Write Inc. interventions ensure that those children whose rate of progress needs to be accelerated have the opportunity to keep up.

#### Humanities, RE and Science

- Continued investment in the Opening Worlds Key Stage 2 Curriculum for History and Geography is ensure that all children in KS2 are exposed to high-quality texts that are vocabulary and knowledge rich. Well planned retrieval opportunities ensure that those children with narrower experiences have the opportunity to embed new learning because of well-planned repetition.

#### Attendance

- Due to the investment in additional EWO Hours, working with the school's Attendance Officer and Assistant Headteacher for Behaviour and Attitudes, school attendance has improved by 2.0% to 94.3%, with the attendance of those children entitled to Pupil Premium improving by 2.3% to 91.9%.
- Proportion of Persistent Absentees was fallen by 7.3% to 16.4%.

#### Social, Emotional and Mental Health

- Investment in an external counselling service has ensured that school have the capacity to support the Mental Health and Wellbeing of children if escalation is needed beyond that of the current expertise of school staff.

#### Mathematics

- After COVID-19 Pandemic, Disadvantaged Children in Year 6 were prioritised, with enhanced provision being put in place to accelerate the progress of these children. Three teachers split the cohort of 60 children (i.e. extra maths class) to ensure that the curriculum could be astutely planned to meet the needs of the children. Despite usually high levels of significant socio-economic factors impacting the Year 6 Disadvantaged Cohort and their families, progress of this group was positive (+1.38).
- In Key Stage 1, levels of attainment have return to being around the national average (68%) – after they were significantly below national average in 2021/22.
- Training was been introduced to all teachers in the school with regards to a new approach mathematics, with the intent of providing children with a deep understanding of number and calculation. Teachers in EYFS and Key Stage 1 are being introduced to a new intervention that will embed Early Mathematics skills in readiness for the next stage of mathematics.

## Externally Provided Programmes

<b>Programme</b>	<b>Provider</b>
<b>Speech and Language</b>	Liverpool Speech Therapy
<b>Counselling Service</b>	Brighter Horizons
<b>Systematic, Synthetic Phonics Programme</b>	Read Write Inc.
<b>Maths Tutoring</b>	Third Space Learning
<b>Staff CPD</b>	The National College Tara Loughlin - Maths