



# Longmoor

Community Primary School

*Together we grow, explore, discover.*

## Pupil Premium Strategy

|                     |                |                      |                   |
|---------------------|----------------|----------------------|-------------------|
| <b>Reviewed:</b>    |                | <b>Policy owner:</b> | Mark Garside (HT) |
| <b>Date agreed:</b> | September 2024 | <b>Next review:</b>  | September 2025    |
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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                                         | 343 (Y1 to Y6) 403 (YR to Y6) (437 inc. Nursery) <sup>1</sup> |
| Proportion (%) of pupil premium eligible pupils                    | 33% (Y1 to Y6)<br>30% (YR to Y6)                              |
| Academic years that our current pupil premium strategy plan covers | 2024/2025                                                     |
| Date this statement was published                                  | November 2024                                                 |
| Date on which it will be reviewed                                  | July 2025                                                     |
| Statement authorised by                                            | Mark Garside, Headteacher                                     |
| Pupil Premium Lead                                                 | Mark Garside, Headteacher                                     |
| Link Governance                                                    | Quality of Education Committee<br>Andrew Cooper (Chair)       |

### Funding overview

| Detail                                              | Amount                |
|-----------------------------------------------------|-----------------------|
| Pupil premium funding allocation this academic year | £200,089 <sup>2</sup> |
| <b>Total budget for this academic year</b>          | <b>£200,089</b>       |

<sup>1</sup> Updated 20/01/25

<sup>2</sup> Updated 20/01/25

## 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.<br>(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.<br>(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.<br>(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.<br>(Reading, including in the Wider Curriculum) | 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.<br><br>The school environment prioritises reading and values its place both in terms of reading for pleasure and supporting learning across the curriculum.                                                                                                                                                                                   |
| 5.<br>(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.<br>(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.                                                                                                                                                                  |
| 7.<br>(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.<br>(CPD)                                        | Ensure that all staff, particularly staff that are new school have the training opportunities 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 in place, which can respond to the needs of individuals staff members and children.                                                                                                                                                 |
| 9.<br>(Experiences)                                | Ensure that all children have the opportunity to participate in a range of experiences, including trips and visits, to ensure they have a full understanding of the school's curriculum offer and are enhancing their cultural capital beyond those experiences they may have outside of 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.<br><br>All children within are engaged enthusiastically in mathematics due to well-trained, confident staff astutely pitching exciting activities that are well-sequenced.                                                                                                                                                                                                                                                                                                                                                                                      |
| 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"> <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.              | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than <b>5%</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: **£58,000 (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:<br>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<br>(EYFS)                   | Staffing Costs:<br>£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.<br><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<br>(Maths)                  | ~ 25% teacher's salary<br>cost £10,000 |
| Engage with an external maths professional development                                                                                                                                                                                            | <b>Develop practitioners' understanding of how children learn mathematics:</b> Investing in professional development enhances educators' knowledge of mathematical development, enabling them to support children's learning effectively.<br><br>EEF Improving Maths in EYFS and KS1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 5<br>(Maths)<br>8<br>(CPD)    | £6,000                                 |
| Resources                                                                                                                                                                                                                                         | <b>Use manipulatives and representations:</b> Providing physical objects and visual aids supports children's understanding of mathematical ideas.<br><br>EEF Improving Maths in EYFS and KS1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 5<br>(Maths)                  | £1,000                                 |
| Improve staff development and awareness of teaching disadvantaged children<br><br>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<br><a href="https://tdtrust.org/research/dfe-cpd-standard/">https://tdtrust.org/research/dfe-cpd-standard/</a><br><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><br><br>DfE also states that pupil premium funding is the most effective when investing in high quality teaching<br><br><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> | 8 (CPD)                       | National College licence<br>cost £995  |

|                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                         |                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------|
| <p>Purchase additional reading materials to support and supplement the main texts that are used to deliver Reading in Key Stage 2 for use by children at home.</p>               | <p>Investing in diverse, high-quality, and challenging reading materials supports reading fluency, comprehension, and a love of reading, which are key drivers of literacy success in Key Stage 2.</p> <p>EEF: Improving Literacy in Key Stage 2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>4.<br/>(Reading)</p> | <p>£5,000</p>                                           |
| <p>Raise staff confidence when teaching Early Number and Mathematics by sourcing high-quality, expert-led CPD for all year groups.</p>                                           | <p>DfE guidance to school states the importance of effective and targeted staff CPD Standard for teachers' CPD<br/> <a href="https://tdtrust.org/research/dfc-cpd-standard/">https://tdtrust.org/research/dfc-cpd-standard/</a><br/> <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<br/> <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>The EEF cite the following</p> <p><b>Dedicate time for mathematics:</b> Regular, planned mathematical activities integrated throughout the day help familiarize children with mathematical concepts and language.</p> <p>EEF</p> <p><b>Ensure a balanced focus between guided interaction and direct teaching:</b> Combining structured teaching with opportunities for exploratory play allows children to develop and apply mathematical understanding</p> | <p>5.<br/>(Maths)</p>   | <p>Staff CPD /<br/>Training /<br/>Scheme<br/>£3,000</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:<br/>         Develop Pupils' Language Capabilities, by extending vocabulary by explicitly teaching new words, provided repeated exposure and opportunities to use new words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>4.<br/>(Reading)</p> | <p>Opening Worlds Resources<br/>£2,000</p>              |



## Targeted academic support

Budgeted cost: **£48,700 (24% of Total Funding)**

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed    | Cost                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------------------------------------------------|
| To invest in Lexia Reading Core5 <sup>1</sup> (Lexia), which is a computer-based integrated learning system that aims to improve reading skills It consists of three elements: personalised online student activities, real-time reporting of student progress, and paper-based resources to guide instruction where needed. Teachers can use it to target struggling readers as a whole-class or whole-school intervention or as a home-use supplement to teaching. | EEF Research Project<br><br>Children offered Lexia made, on average, the equivalent of one additional month of progress in reading compared to other children. This result has a high security rating.                                                                                                                                                                                       | 4.<br>Reading                    | £5,000                                                                       |
| SATS Companion:<br>Supplement the reading, E:GPS and maths curriculum for Year 6.                                                                                                                                                                                                                                                                                                                                                                                    | The EEF highlights that individualised instruction tends to be more effective with older students who possess greater self-regulation skills, suggesting that the success of personalised learning approaches may depend on students' ability to manage their own learning.                                                                                                                  | 4.<br>(Reading)<br>5.<br>(Maths) | £1,200                                                                       |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.                                                                                                                                                                                                                                                                                                | 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>                                  | 3.<br>(Phonics)                  | Cost of TAs for 5 afternoon sessions of 1 hour each in R,1,2<br>cost £10,000 |
| To support our youngest children who need additional input, support and intervention with regards to their speech and language.<br><br>Employment of an external speech and language therapist to support children weekly.<br><br>To provide dedicated SaL Assistants employed to work with EYFS and Year 1 pupils.                                                                                                                                                  | There is a strong evidence base that suggests specific and individualised speech and language work has a significant impact.<br><br>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.<br><br>Oral Language Interventions   Toolkit   Strand   Education Endowment Foundation   EEF | 2.<br>(Speech)                   | SaL Therapist - £7,500<br><br>SaL Assistants Wage - £25,000                  |

## Wider strategies

Budgeted cost **£93,125 (47% of Total Funding)**

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed | Cost                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| To ensure that there are no barriers to all children participating in experiences planned to enrich the curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Investing in experiential learning opportunities for children from deprived backgrounds can significantly enhance their educational outcomes and personal development. Research indicates that such approaches boost student engagement, motivation, and confidence. For instance, a study highlighted that experiential learning positively impacts various well-being outcomes, including increased student confidence, improved interpersonal relationships, decreased absenteeism, and a greater sense of community.<br><br>Chartered College                     | 9<br>(Experiences)            | £10,000                                                                                                                      |
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.<br><br>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.<br><br>To ensure that the Educational Welfare Officer has time dedicated to supporting the attendance for disadvantaged pupils.<br><br>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. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.                                                                                                                                                                                                                                                                                                                                                                                                                               | 7<br>(Attendance)             | Attendance Officer's salary cost £30,000<br>Attendance Rewards: £2,000<br><br>EWO cost £4,000<br><br>Learning Mentor £40,000 |
| 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 <ul style="list-style-type: none"> <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>- PSHE Scheme of Work (Jigsaw)</li> </ul>                                                                                                                                                                                                           | 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):<br><br><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a><br><br><b>Jigsaw PSHE: Emotional Literacy:</b><br><br>Pupils' scores in the emotional literacy measure were above expectations ...; for example, dealing with anger, stress and openness about discussing issues impacting their lives. | 6<br>(MHW)                    |                                                                                                                              |

|  |                               |  |                                                                   |
|--|-------------------------------|--|-------------------------------------------------------------------|
|  | (Sheffield Hallam Univeristy) |  | Gangzman cost<br>£1,000<br>Anti-Bullying<br>Workshops –<br>£1,000 |
|--|-------------------------------|--|-------------------------------------------------------------------|

There is a small reserve of money (**£3,000**) 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: £199,825**

## 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 2024 to 2025 academic year.

#### EYFS: Good Level of Development (GLD)

- **Intent:** The school prioritized improving the adult-to-child ratio to 1:10 (compared to the typical 1:15) by investing Pupil Premium funding in additional adults. Research shows that smaller adult-to-child ratios allow for more personalized support and targeted interventions, which are especially effective in early years education (EEF, 2021).
- **Impact:** As a result, the **large majority** of the cohort attained a Good Level of Development (74%), which is 6% above the national average (68%). This is particularly significant given the school serves an area within the top 15% for deprivation, demonstrating how targeted investments can help close attainment gaps

#### Speech and Language Provision and Intervention

- Investing in early speech and language interventions is crucial for children's literacy development, particularly in phonics. The Education Endowment Foundation (EEF) emphasizes that communication and language approaches significantly benefit young children's learning, especially for those from socio-economically disadvantaged backgrounds.
- By commissioning a Speech and Language Therapist from Liverpool Speech Therapy, the school ensures timely assessments without NHS waiting lists. This enables the delivery of expertly planned daily interventions by trained Learning Support Assistants, providing approximately 12–15 children per week with essential practice. Such targeted support is vital, as the EEF highlights that early years programs incorporating phonics activities lead to better outcomes than those without these components.
- The impact of these investments is evident: **the very large majority** (89%) of the cohort reached age-related expectations in Communication, surpassing the national average of 79% by 10%. This achievement underscores the effectiveness of early speech and language support in enhancing communication skills, thereby laying a solid foundation for successful phonics learning and overall literacy development.

#### Phonics

- The school's decision to invest in the Read Write Inc program is grounded in research from the Education Endowment Foundation (EEF), which highlights the significant impact of systematic phonics teaching on early reading development, particularly for disadvantaged children. By allocating resources to additional adults, the school is able to create smaller, targeted groups for key children, enabling tailored and bespoke interventions that accelerate progress for those most in need. According to the EEF, smaller group sizes allow for more focused teaching, individualized support, and immediate feedback, which are crucial for closing attainment gaps. Furthermore, these additional adults ensure classrooms are well-resourced and that the teaching of phonics is of the highest possible standard, providing all pupils with the opportunity to succeed. This strategic approach not only improves outcomes in phonics but also builds a strong foundation for literacy and future learning.
- The school's decision to invest in the Read Write Inc program is grounded in research from the Education Endowment Foundation (EEF), which highlights the significant impact of systematic phonics teaching on early reading development, particularly for disadvantaged children. By allocating resources to additional adults, the school is able to create smaller, targeted groups for key children, enabling tailored and bespoke interventions that accelerate progress for those most in need. According to the EEF, smaller group sizes allow for more focused teaching, individualized support, and immediate feedback, which are crucial for closing attainment gaps. Furthermore, these additional adults ensure classrooms are well-resourced and that the teaching of phonics is of the highest possible standard, providing all pupils with the opportunity to succeed. This strategic approach not only improves outcomes in phonics but also builds a strong foundation for literacy and future learning.
- The **very large majority** (81%) of children reached the required standard in the Year 1 Phonics Screening Check, with the **very large majority** of disadvantaged children (83%) also meeting the standard. This

demonstrates how the school's provision aligns perfectly with the intent of the Pupil Premium Grant, ensuring targeted support closes attainment gaps for disadvantaged pupils.

- In Year 2, only 5 children have yet to achieve the required standard, but they have made an average of 8.6 points progress, reflecting substantial improvement. Of these, 3 are on the school's SEND Register, highlighting the effectiveness of tailored interventions in supporting pupils with additional needs.
- The Read Write Inc (RWI) program continues to provide mentorship and oversight for the school's Phonics Leader, ensuring that the provision remains consistent and aligned with best practices. This ongoing partnership supports the strategic planning and delivery of phonics teaching across the school. Additionally, RWI delivers high-quality continuous professional development (CPD) for all teachers involved in delivering the provision and interventions. This ensures that staff are equipped with the latest techniques and resources to maintain a high standard of phonics teaching, further enhancing the impact of the program on pupil outcomes.

### 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.

### Mathematics

The school's decision to teach Year 6 mathematics in three sets—a high-ability set and two mixed-ability classes—is supported by research from the Education Endowment Foundation (EEF). While ability grouping can benefit higher-attaining students by allowing targeted and appropriately challenging instruction, the school's approach ensures that the remaining pupils are in mixed-ability classes to mitigate potential disadvantages, such as lower expectations or reduced progress for lower-attaining learners. This model reflects the intent to balance the benefits of smaller, focused groups for higher achievers with the inclusivity and collaborative learning opportunities of mixed-ability teaching, ensuring that all pupils receive high-quality instruction tailored to their needs. Additionally, this structure allows for smaller group sizes, enabling more individualised support and fostering positive learning outcomes for all students.

The data you provided gives an overview of pupils' performance in maths, including their attainment at both the expected and higher standards, with specific focus on disadvantaged pupils. Here's a summary of the key points:

- **Overall Maths Performance:**
  - **Expected Standard:** The **large majority** (77%) of pupils met the expected standard, which is 4% higher than the national cohort.
  - **Higher Standard:** A **minority** (41%) of pupils met the higher standard, a 9% increase from 2023 and 17% above the national cohort.
- **Disadvantaged Pupils' Performance:**
  - **Expected Standard:** The **large majority** (69%) of disadvantaged pupils met the expected standard, which is 10% higher than the national cohort for disadvantaged pupils but just below the national cohort average of 73%.
  - **Higher Standard:** A **small minority** (27%) of disadvantaged pupils met the higher standard, which is 3% above the national cohort.

In summary, the school is performing above national averages, particularly in the higher standard category, and also showing strong results for disadvantaged pupils. However, there is room for improvement in the expected standard for disadvantaged pupils, as they are slightly below the national cohort average.

### Attendance

1. **Overall Attendance Improvement (3-Year Trend):** The slight increase in overall attendance from 92.3% in 2022 to 94.1% in 2024 shows a positive trend in student participation. Although there was a slight decrease between 2023 and 2024 (0.2%), the overall 3-year trajectory indicates improvement.
2. **Slight Absence Rate Stability:** While there's a small decline in attendance from 94.3% to 94.1%, the difference is marginal (0.2%). This suggests that the attendance rate is relatively stable, with minimal fluctuation, reflecting consistency.

- Persistent Absenteeism:** The rise in persistent absenteeism (from 16.4% to 19.3%) is concerning, and there has been a slight dip from the current figure of 94.1% to 93.9%. However, it's essential to recognise that these figures highlight the challenges that may be linked to socio-economic factors. **The Assistant Headteacher for Behaviour and Attitudes, the Learning Mentor, and the Attendance Officer** are all working together to ensure that every effort is being made to overcome these barriers. Their collaborative approach ensures targeted interventions to address both school-related and external factors, helping to improve student engagement and attendance despite challenges.

## Externally Provided Programmes

| Programme                  | Provider                                              |
|----------------------------|-------------------------------------------------------|
| <b>Speech and Language</b> | Liverpool Speech Therapy                              |
| <b>Staff CPD</b>           | Tara Loughlin - Maths                                 |
| <b>EWO</b>                 | Liverpool City Council / School Improvement Liverpool |

## Schemes of Work

| Subject           | Provider                                 |
|-------------------|------------------------------------------|
| <b>Phonics</b>    | Read Write Inc                           |
| <b>History</b>    | EYFS / KS1: Unite<br>KS2: Opening Worlds |
| <b>Geography</b>  | EYFS / KS1: Unite<br>KS2: Opening Worlds |
| <b>PSHE / RSE</b> | Jigsaw                                   |
| <b>RE</b>         | KAPOW                                    |
| <b>Science</b>    | Developing Experts                       |