

Pupil premium strategy statement – Longfields Primary and Nursery School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

DfE Guidance on Pupil Premium Funding

The Pupil Premium was introduced in April 2011.

Schools can make decisions about how to spend the Pupil Premium funding to ensure that there is a narrowing of the attainment gap.

The Pupil Premium provides funding for pupils: •

- pupils who qualify for free school meals, or have done at any time in the past six years (FSM EVER6) (£1,480 per child)
- pupils who have a parent serving in the armed forces (£340 per child)
- pupils who are in the care of, or provided with accommodation by an English local authority (LA) (looked after children LAC) (£2,570 per child)
- pupils who were looked after by an English or Welsh local authority before being adopted, or who left care on a special guardianship order or child arrangements order (Post LAC) (££2,570 per child)

Schools are held accountable for the spending of these monies, and performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

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It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 25
Date this statement was published	December 2024
Date on which it will be reviewed	TBC
Statement authorised by	Governing Board
Pupil premium lead	Headteacher
Governor lead	Robert Envine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,960.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,960.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
3	Formal and informal assessments indicate that a mastery curriculum in Mathematics (White Rose Maths) is less accessible for lower attainers, and particularly our disadvantaged pupils
4	Reviews, evaluations and monitoring highlight the need to embed pedagogical expertise and our wider curriculum to respond to the needs of all our pupils. Observations and discussions with pupils and families identified limited cultural capital and links with the local/ wider community
5	Our assessments (including Boxall profiling), observations and discussions with pupils and families have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires staff training and support to ensure achievement for all pupils.

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
Challenge 1 Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Challenge 2 – 3 Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2023 - 24.
Challenge 4 Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs, residential and educational visits.
Challenge 5 Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice • pupil and parent surveys, • Boxall profiles* and teacher observations • a reduction of incidents on CPOMs linked to mental health
Challenge 6 Success for pupils with SEND	Individual assessment, where needed, using the MAPP tools, shows progress against personal targets. Observations and attainment monitoring shows decreasing number of pupils working 'below' their year group ARE.

- Funding TBC

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £76,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Language Screening, staff training and staff resource time in EYFS	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions EEF</p>	1,6
Phonics Lead – Re-visit Read Write Inc. phonics programme. Training for support staff. Resources and CPD for all Nursery – Y3 staff, RWI reading material for Reception – Y3.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF</p>	2
Develop Whole Class Reading model (WCR) and Guided Reading (GR) model in Y3 – Y6. Continued engagement with HIAS (Hampshire Inspection and Advisory Service) for staff training on modelling of writing. Resources, staff training and English Lead and Reading lead resource time.	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF:</p> <p>Reading comprehension strategies EEF</p>	2,6
Teacher and TA – CPD program to develop reflection skills and embed new skills introduced in training.	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF.</p> <p>Feedback EEF</p> <p>Collaborative learning approaches EEF</p>	1,2,3,4,5,6

	Metacognition and self-regulation EEF	
Maths White Rose training, resources and materials. Mastering Number at KS2 training times and resources.	<p>The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress:</p> <p>Collaborative learning approaches EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a Nurture base to support children with EHCPs in Reception and Key Stage One Classes	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF</p> <p>And in small groups:</p> <p>Small group tuition EEF</p>	1,2,3,4,6
HLTA providing targeted support in LKS2 for early reading and phonics.	<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>Phonics EEF</p>	2,6

<p>HLTA providing targeted support in KS2 for early reading and phonics and maths</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>Phonics EEF</p>	<p>2,6</p>
<p>HLTA providing targeted support in KS2 for maths.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF</p> <p>And in small groups:</p> <p>Small group tuition EEF</p>	<p>3,6</p>
<p>Full time TA focusing on (Language and Communication) providing specific support for pupils with SLCN.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF</p>	<p>1</p>
<p>KS2 0.6 FTE additional teacher to deliver targeted reading interventions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF</p> <p>And in small groups:</p> <p>Small group tuition EEF</p>	<p>2,6</p>
<p>HLTAs to provide Reading intervention to accelerate the development of literacy skills for Y2 – Y6 pupils.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition EEF</p>	<p>1,2,3,6</p>
<p>Speech and Language Therapy support to provide assessment</p>	<p>The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support.</p>	<p>1,2,3,6</p>

and advice 1 day per week.	Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent education programme - staff resource time.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.- EEF Parental engagement EEF	1,2,3,4,5,6
Identification of eligible pupils through Integris.	Accurate and timely identification of eligibility is essential in PP management.	1 - 6
Subsidised residential offer Y4 and Y6 and subsidised educational visits N – Y6.	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self regulation) may also be involved. All the above have been shown to have a positive impact on outcomes EEF Outdoor adventure learning EEF	4
Introduce Boxall Profile Online assessment tool for social, emotional and behavioural difficulties. Training for all staff and cost of online platform.	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):	5

	Improving Social and Emotional Learning in Primary Schools EEF	
Funding of free breakfast club places for hard-to-reach families 8.00-8.45	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.	5
Home School Link worker	<p>Develops and maintains effective relationships with pupils, parents, and carers.</p> <p>Provides support and guidance to families to enhance pupil attendance and engagement.</p> <p>Works collaboratively with teachers and staff to identify pupils in need of additional support.</p> <p>Acts as a liaison between home and school, facilitating communication and understanding.</p> <p>Collaborate with external agencies to access additional resources and support for families.</p>	

Total budgeted cost: £113,960.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.