

Pupil premium strategy statement – Longfields Primary and Nursery School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2024/2025
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Claire Rughoobee/Justine Abbott
Pupil premium lead	Claire Collins
Governor / Trustee lead	Mark Winch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,310
Looked after children.	£7,590
Service children	£670
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£127,570

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring our school offers children from all backgrounds the best possible support to make good progress across the entire school curriculum. Personalised and closely tracked provision is in place for all children including those that are already high attainers. The aim of our Pupil Premium strategy is to ensure those eligible are supported robustly to achieve the ambitious targets we have for all.

At Longfields Primary and Nursery School, children in receipt of Pupil Premium and PP+ typically enter with a lower attainment than that of their peers and non-Pupil Premium children nationally. This is particularly evident in the children's speaking and listening as well as their emotional and social development. Quality first teaching and learning, strengthened by skilled support staff help us to address the barriers identified. This holistic approach supports all children in making strong and sustained progress irrespective of being disadvantaged or not.

Some families and pupils benefit from additional support and nurture to help them overcome challenges that affect attendance, well-being, and academic progress. We are dedicated to offering a broad range of support to our children and their families, working closely with external services such as Social Workers and Health specialists to bring about positive change.

At Longfields we are committed to:

- ✓ Ensuring all our children can thrive, ensuring that our disadvantaged children are given targeted support to excel.
- ✓ Giving our children an increased and sustained ability to successfully access all aspects of school life so that current and future possibilities are expanded through high quality personal development.
- ✓ Providing a safe and nurturing environment where all adults are committed and trained in supporting our children's well-being.
- ✓ Robustly analysing barriers to children's success and shaping provision to best meet individual needs.
- ✓ Focus on core academic and developmental skills for children to build upon and apply.
- ✓ Detailing specific actions across the school which are aimed at supporting our children emotionally, academically, and socially.
- ✓ Continually developing the skills and knowledge of staff so their impact on learning and academic outcomes is maximised.

- ✓ Demonstrating an ambitious, creative, and reflective approach to all that we do for our disadvantaged children.

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 Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	On entry to Reception class in the last 3 years, most if not all our disadvantaged pupils arrive below age-related expectations with specific weakness in Communication & Language as well as English and maths
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies
5	External challenges lead to pupils struggling to draw upon and retain knowledge and skills therefore impacting on progression across the curriculum. This presents a significant barrier from entry in EYFS and remains a challenge for vulnerable children
6	Identification for support from the Inclusion Team has always been high and markedly increased during the pandemic. Many children receive support with Speech and Language (SaLT) and Communication and Interaction (SENSS) and the educational psychology service considering changing needs and circumstances. There are currently* 67 children (17 of whom are disadvantaged) receiving one-to-one and small group interventions focusing on recommendations from external professionals.
7	Referrals for support from the external agencies such as Children's Services, including Social Care and CAHMs have markedly increased during the pandemic. 27pupils currently* on roll (10 of whom are disadvantaged) currently have, or have had, support from professionals from Children Services.

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	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
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that there is an increase in the % of disadvantaged pupils that met the expected standard. Phonics outcomes in 2024/25 show that there is an increase in the % of disadvantaged pupils that met the expected standard. KS1 TA reading outcomes in 2024/25 show that there is an increase in the % of disadvantaged pupils that met the expected standard.
Improved writing attainment for disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that there is an increase in the % of disadvantaged pupils met the expected standard. KS1 TA writing outcomes in 2024/25 show that there is an increase in the % of disadvantaged pupils that met the expected standard.
Improved maths attainment for disadvantaged pupils	KS2 maths outcomes in 2024/25 show that there is an increase in the % of disadvantaged pupils that met the expected standard. KS1 TA maths outcomes in 2024/25 show that there is an increase in the % of disadvantaged pupils that met the expected standard
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> ✓ Sustained high levels of wellbeing from 2024/25 demonstrated by: ✓ qualitative data from pupil voice, pupil and parent surveys and teacher observations. ✓ bullying and prejudicial behaviour remains a rare occurrence and pupils feel it is dealt with swiftly

	<p>and effectively. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <ul style="list-style-type: none"> ✓ strengthened and sustained application of SEL strategies shown by pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <p>The overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged pupils and their non-disadvantaged peers reduced by 10%</p>
<p>To implement a broad, sequential curriculum which builds upon skills and knowledge allowing children to deepen their understanding across the curriculum</p>	<p>Sustained consistent approach to implementation of whole school curriculum with:</p> <ul style="list-style-type: none"> ✓ Learning built upon prior knowledge and skills to support retention ✓ A metacognitive approach which activates prior learning and is pitched at an accurate level ✓ Progressive vocabulary taught and applied ✓ Clear progression of skills in place to support all subject areas ✓ High quality teaching and learning across all subjects
<p>To further enhance the range of support offered for parents and carers, thus strengthening partnership work on academic, social, emotional, behavioural and SEND needs.</p>	<p>Parents continue to work closely with the school to maximise outcomes for children. Opportunities provided by the school are in line with identified needs as well as proactive prevention. Outsourced support is facilitated and signposted by the school to further develop what is on offer and to address a wider range of needs, especially those beyond the school's expertise.</p>

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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF Preparing Literacy Guidance 2018.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2,5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils.</p>	<p>To ensure staff are fully up to date with RWI training and have the relevant resources to ensure their RWI lessons can be delivered to the highest standard, school purchased the RWI Training, online subscription as well as resources to deliver each lesson. Well trained staff with support and coaching delivers consistent high quality phonics sessions. Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidencebased approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p>	<p>2,4</p>
<p>Use detailed analysis and tracking of children's needs</p>	<p>Taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common</p>	<p>1,3,6</p>

<p>and half-termly pupil progress surgeries to ensure accelerated progress for disadvantaged children from entry to EYFS</p>	<p>misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process. Careful attention needs to be given to the purposes of assessment and the actions that will be undertaken in response to the information it provides.</p> <p>Reasons for using assessment include:</p> <ul style="list-style-type: none"> • Tracking of pupil progress to inform school-level decision-making. • Identifying ideas and concepts which might need revisiting or reteaching by the class teacher; Highlighting pupils whose misunderstandings or misconceptions require targeted individual support through intervention or tutoring. <p>Preparing Literacy Guidance 2018.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Additional release time for CPD and team analysis to shape the revised EYFS curriculum to suit specific needs and maximise progress</p>	<p>High quality assessment and quality targeted support helps improve communication, language, and literacy.</p> <p>Preparing Literacy Guidance 2018.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2
<p>Teachers accessing professional development through National Professional Qualifications</p>	<p>Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5
<p>All teachers have access to on-going coaching to improve the quality of teaching and learning.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4, 6

<p>English and maths leaders have weekly release time for close monitoring of their subject and to provide teacher support.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2, 3, 4, 5,</p>
<p>All subject leaders access half-termly release time for monitoring, development and offering support for their subject.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) Leaders should all have access to specialist help and advice and understand subject disciplines, so the curriculum is well-planned.</p> <p>Research for education inspection framework (publishing.service.gov.uk)</p>	<p>1, 2, 3, 4, 5,</p>

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of daily additional phonics sessions using ELS, to support pupils needing to catch up with their peers.</p>	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit - Phonics +5months progress • Ofsted's 2010 Report 'Reading by Six' • EEF Guidance Reports KS1 Literacy • EEF Guidance Reports KS2 Literacy 	
<p>Small group Literacy interventions (early morning groups)</p>	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit - Phonics +5months progress • Ofsted's 2010 Report 'Reading by Six' EEF Guidance Reports KS1 Literacy 	

	<ul style="list-style-type: none"> • EEF Guidance Reports KS2 Literacy 	
1:1 daily reading session focused on fluency and comprehension skills for pupils identified as disadvantaged and not on track to meet the expected standard in KS2	<p>Reading comprehension strategies are high impact on average and the explicit teaching of strategies to comprehend text particularly benefits lower attaining pupils.</p> <p>Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
Class-assigned full-time Teaching Assistants	<p>Teaching Assistants delivering structured interventions (which extends the learning within the classroom) show a consistent impact on attainment. When TAs are trained effectively, they can add to the value of the teacher in the classroom and offer effective modelling, support, and feedback.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5, 6
Start targeted support from additional teachers immediately in Autumn based on robust end of year assessments and transition events.	<p>Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition</p> <ul style="list-style-type: none"> • EEF Smaller groups allow for more personalised feedback per pupil. Providing feedback is well-evidenced and has a high impact on learning outcomes. • Effective feedback tends to focus on the task, subject, and self-regulation strategies: it provides specific information on how to improve. Feedback EEF 	1, 2, 3, 4, 5, 6

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

Budgeted cost: £113,211

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidising cost of residential visits (Woodlands, Everdon) and school trips. Targeted support for after school activities. £4,255</p>	<p>Pupils can be part of all school activities. Engagement and participation levels increase. Improved academic performance, attitudes, behaviour, and relationships with peers. After school clubs take up increased among PP pupils.</p>	<p>1,2,3,4</p>
<p>Employment of HSCLW to work with PP families needing additional support £10,000</p>	<p>HSCLW will support our most vulnerable pupils and their families with a range of issues.eg. parenting issues, signposting families to the relevant outside agencies. HSCLW will liaise with HT, Governors and SLT and prepare termly reports on impact and progress. Research shows that parental engagement has a positive impact on average of 4 months additional progress. Research also shows that parental engagement has a higher impact for pupils with low prior attainment.</p>	<p>2,4,5,6</p>
<p>Continue working at young carers bronze standard and run young carers in school £300</p>	<p>Young carers group run and those pupils' improved well-being. Motivation to attend school and attendance improved as a result.</p>	<p>2,4</p>
<p>Summer Cabin £800</p>	<p>Ensuring vulnerable families are supported during school holidays. Parents feel supported by school.</p>	
<p>Establish opportunities for more creative use of Forest school and outdoor space Outdoor classroom in regular use and</p>	<p>Pupils benefit from a different working environment. Vulnerable groups have previously had improved academic performance, attitudes, behaviour, and relationships with peers following outdoor learning opportunities.</p>	<p>2,3,4,5,6</p>

<p>timetabled forest school sessions throughout week across the school.</p> <p>Outdoor space used more by whole school, push towards further use and development of areas.</p>		
<p>Offer children bespoke support with their well-being based on individual needs and changing circumstance.</p> <p>Provide ongoing CPD for ALL staff with focus on ACEs and vulnerability.</p>	<p>Balance teacher-led activities with active forms of learning, such as: role-play, discussion, and small group work, to practise skills.</p> <p>Improving Social and Emotional Learning in Primary Schools</p> <p>Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.</p> <p>Improving Behaviour in Schools EEF</p>	6,7
<p>Class-assigned full-time Teaching Assistants</p>	<p>Teaching Assistants are part of the team in supporting the social and emotional learning of pupils. Offering effective models and support to teach self-regulation.</p>	6,7
<p>Additional Teaching Assistants employed to support children with complex needs (non EHCP funded)</p>	<p>For pupils with more challenging behaviour, approaches should be tailored to individual needs.</p> <p>Improving Behaviour in Schools EEF</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF</p>	2, 5, 6, 7
<p>Maintain and build upon strong culture for promoting excellent attendance</p>	<p>High levels of attendance are achieved through:</p> <p>Effective partnership with parents.</p> <p>Parental engagement EEF</p> <p>High quality, engaging teaching and learning</p>	1, 2, 3, 4, 5, 6

	<p>Effectively meeting the needs of all pupils including SEND <i>EEF Special Educational Needs</i></p> <p>Rapid Attendance Interventions</p> <p>There is a clear link between attendance and attainment. Research by the DfE, for example, shows that, in 2013/14, while 51.5% of pupils with no absences reached level 5 or above at key stage 2 (at the time of the study, a measure suggesting that pupils were achieving above expectations in English and mathematics), this declined to 25.7% among pupils who missed more than 10% to 15% of lessons. <i>DfE Absence Report</i></p>	
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Total budgeted cost: £127,570

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Pupil Premium grant has been used for a range of whole school initiatives, targeted interventions, and wider support.

We have funded Play therapy and forest school; this has benefitted both individuals and groups of pupils. Behaviour has improved and attendance of certain pupils, as they want to attend school and not miss sessions.

Trips and residential have been funded as well as wrap around care. This has helped families who are struggling, and attendance is better for those pupils who have been offered wrap around care.

LAC have external tutoring which is paid for through the PP grant.

We have invested in training for staff and resources in RWI for phonics and number sense for maths. A proportion of the grant has been used for continuous phonics support through RWI and the portal.

The impact of RWI is beginning to be seen as we enter the second year of the programme; we have more children now off the programme in year 2 and who can now have literacy lessons. Next year we aim for most of year 2 to be in this position, with

only a few still catching up. The training of staff in this area has really paid off as we can have more groups offering targeted phonics teaching.

In year 3 reading levels remained low across PP pupils. With only 57% at expected level for reading. These underachieving pupils were assessed and put in RWI groups and will finish the programme.

Data from tests and assessments suggest that, despite some strong individual performance, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests the reason for this is primarily the ongoing impact of COVID-19, although we identified that some approaches, we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Absence among disadvantaged pupils was between 5 and 6% percentage higher than their peers in 2022/23 and persistent absence 3% higher we recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin Phonics