

Longborough Pupil Premium Strategy Statement 2021 - 2025

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	Longborough Primary
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022- 2024/2025
Date this statement was published	October 23
Date on which it will be reviewed	September 24
Statement authorised by	Jackie Buckland
Pupil premium lead	Jayne Pryor
Governor / Trustee lead	Clare Saunders Rebecca Davy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19445
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21445

Pupil premium strategy plan

Our intent is that each pupil, irrespective of their background or challenges will make good progress and achieve.

We holistically support vulnerable pupils who may have a social worker or young carer's role. Our approach documented on this strategy applies to these children regardless of whether they receive pupil premium funding.

High quality teaching is at the heart of our approach. Our curriculum has been developed with the needs of our vulnerable learners at the heart of it. Reading is the gateway to learning and this continues to be central to our curriculum at each stage. We have a high focus on vocabulary and the explicit teaching of this across all subjects. Our children benefit from rich experiences, we make full use of our beautiful local area. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We think about each pupil and use diagnostic assessments to identify barriers to learning. We monitor this progress carefully and use the assessments to inform the teaching approaches that are used to close the identified gaps. As well as academic needs we consider the health and well-being of each child. This is gathered through the use of pupil and parental surveys.

Our strategy is also part of, and integral, to our wider school development plan and catch-up recovery plan. For those children who have been worst affected we have small group and individual catch up support in place.

Statement of intent

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 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Low cohort numbers is a challenge and an individual approach must be sort for the disadvantaged children
3	Following Covid 19 lock downs there has been an increase in SEMH needs in our disadvantaged children.

4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-4 % lower than for non-disadvantaged pupils.</p> <p>94.2% PP attendance in 2020-21 (96.64%) whole school 87.82% PP attendance in 2021-22 (93.3%) whole school 89.63% PP attendance in 2022-2023 (93.66%) whole school</p> <p>25% of disadvantaged pupils have been 'persistently absent' (more than 10% school year absence) compared to 20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Following COVID 19 writing outcomes across the school including those children who are disadvantaged have been most impacted.</p>

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 more than 60% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>To address elevated levels of anxiety through targeted 1:1 support with teaching partners, HoS and the Pastoral team.</p>

	Peer Mediation to support playtime to reduce feeling of loneliness Covid support to continue and be addressed in class using resources from outside agencies to be used.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2 % lower than their peers.

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: **£1055**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the SSP Essential Letter and Sounds CDP for all staff from the English hub	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Embed the 'Write Stuff approach' to writing Focus on transcription in each class	The evidence documented in the EEF guidance report is to be used as the starting point for our work in raising standards in writing https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 EEF promotes 'exploring' a problem in order to fully understand how to bring about school improvements. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	5

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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 evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>5,2</p>
<p>CPD for all teachers for wider curriculum subjects and metacognition.</p>	<p>For all our children a broad and balanced curriculum is vital to their cultural development and learning. Focused CPD for curriculum leaders and teachers is a priority to ensure quality first delivery.</p> <p>https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</p>	<p>5,2</p>

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

Budgeted cost: £ 17257

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted precision teaching for phonics following the CPD Essential</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>1,2</p>

Letters and Sounds	Phonics Toolkit Strand Education Endowment Foundation EEF	
Nurture hub to be established for those children with complex SEMH needs that cannot be met within a classroom environment	https://www.nurtureuk.org/research-evidence/ Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 4
One to one Play therapy support for pupils	Supporting children's emotional needs will allow children to be able to reach their academic potential	3

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

Budgeted cost: £ 3133

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school restorative practice training. Further leadership 18 month CPD course	A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.	3,4
Whole school trauma informed training	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4
Individualised approach for families with persistent attendance.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	4

Pastoral leader, Parent support advisor		
School trips and additional extra curricular activities paid for.	The EEF writes that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=	2
Well being and emotional regulation support – well bee subscription	Where adults are emotional aware and available children feel safe and a sense of connection.	3

Total budgeted cost: £ 21445

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Attendance – remains a key focus for 2022-23 as the attendance for pupil premium children remains low as a group.

Due to the small number in our cohorts it is difficult to draw conclusions from the data. Individual progress is monitored closely.

50% Pupil Premium of children accessed nurture and play therapy sessions this resulted in families and children feeling supported, attendance improving in some cases and increased confidence and self esteem has been observed.

Externally provided programmes

Programme	Provider
Letters and sounds training	English Hub
STEM computer support	STEM
Restorative practice	Gloucestershire Local Authority
ACE aware	Gloucestershire Local Authority
GLOW Maths Mastery	Glow Maths Hub
Making Learning Stick	School Support Solutions
Metacognition	Mike Gershon

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.