

## Pupil premium strategy statement

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.

### School overview

Detail	Data
School name	Longlands Primary School
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this (revised) statement was published	November 2023
Date on which it will be reviewed	November 2025
Statement authorised by	Janice Owen (Head Teacher)
Pupil premium lead	Tammy Allen (DHT)
Governor / Trustee lead	Stephen Morgan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,200

# Part A: Pupil premium strategy plan

## Statement of intent

At Longlands', it is our intention that all children work to achieve their full potential both personally and academically - in spite of challenging circumstances or social disadvantage. Our pupil premium strategy is integral to supporting disadvantaged pupils achieve that goal and provide them with support in areas we believe it is most required and can have the most positive effect on them.

We recognise that the challenges faced by disadvantaged children are varied and the circumstances of each family are different. In some cases, children and families not eligible for the Pupil Premium Grant share some of these challenges and the school will carefully plan to maximise funding in order to improve outcomes for learners from across the school.

Central to this is the need for the school to provide quality-first teaching (QFT) to all pupils and to use targeted planning, differentiation and intervention to support the needs of disadvantaged pupils – including those who require additional challenge. It is the expectation for all teaching and support staff to have an awareness of the needs of disadvantaged children within their class and be able to identify how the support they are providing supports progress and attainment. The role of Senior Leadership will be to monitor the effectiveness of in-class provision, investigate outcomes for disadvantaged learners and provide both challenge and support for staff, whilst ensuring high-quality opportunities for CPD to enhance teacher's pedagogical practice.

Additionally, a wider package of strategies and interventions supported by evidence-based research will be used to target not only improving outcomes, but also pupil/parent engagement, developing learner confidence and boosting mental health and wellbeing.

Key to the success of this plan will be to ensure the following:

- That all staff understand their roles and responsibilities in regards to improving outcomes for disadvantaged pupils.
- We take evidence-based approaches to tackle these challenges and ensure we robustly monitor their effectiveness.

We are proactive rather than reactive in striving to meet challenges for disadvantaged children head-on and not wait for them to become systemic.

## 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 reading than their peers. This impacts on all other subjects across the curriculum. Attainment is also lower in writing and maths than non-disadvantaged in most year groups.
2	Attendance data shows that incidents of persistent absenteeism are more likely amongst disadvantaged children compared with non-disadvantaged.
3	Whilst the overall proportion of disadvantaged children is lower than the national average, in certain year groups the figures either are close to, or exceed the national average. This creates a distorted view of the overall picture of levels of disadvantaged children at our school and places greater pressure on these year groups to make accelerated progress.
4	Engagement with the parents/families of some disadvantaged children is not as developed as the school would like it to be which makes supporting these children more challenging due to the fact there is not necessarily a collaborative approach being taken by all parties.

## 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
Linked to the above, use Pupil Premium Grant, and National Tutoring Programme funding to reduce attainment gaps for disadvantaged children in Reading. 46% of disadvantaged children were expected at the end of Summer 2022. This will raise by at least 20%.	<ul style="list-style-type: none"> <li>At the end of Summer 2023 a higher percentage of disadvantaged children will be assessed as expected in Reading <b>53% of disadvantaged children in the whole school achieved expected or above at the end of the summer term 2023</b>. This was a rise of 7% which shows this gap is closing but more work needs to be done to close the gap further.</li> </ul>
Reduce persistent absenteeism amongst disadvantaged children.	<ul style="list-style-type: none"> <li>For those children whose attendance is currently between 90 and 96%, bring overall attendance in-line with national averages.</li> <li>For children whose attendance is below 90%, achieve a 50% reduction in the total number of reported absences compared with the 2021-22 academic year.</li> </ul>

<p>Standards of both attainment and progress for disadvantaged pupils to be more closely in-line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>• To reduce the gap between disadvantaged and non-disadvantaged children achieving the expected standard.</li> <li>• For internal assessments and KS1 SATs to ensure that gaps between groups of learners do not exceed 10%; or are significantly reduced where there was a pre-existing gap exceeding 10%.</li> </ul>
<p>Improve parental engagement with school and the curriculum for disadvantaged families, provide additional resources and support for learning at home.</p>	<ul style="list-style-type: none"> <li>• A higher proportion of disadvantaged children carry out homework activities, reading, 'Times tables Rock stars' and use Spelling Shed.</li> <li>• All children being offered a place in extra-curricular academic provision and at least 75% of disadvantaged children attending.</li> <li>• 100% of disadvantaged children being provided with access to technology to support learning at home.</li> <li>• A greater percentage of Parent/Carers will attend parents evening appointments.</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: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving staff's professional practice and pedagogical toolkit by providing a programme of training focused on metacognition. DHT to undertake training on 'The Thinking Classroom' and then disseminate learning to all teaching staff.</p> <p>Training will place a particular focus on teachers being able to demonstrate to children use of metacognitive and self-regulatory strategies by modelling their own thought processes.</p>	<p>Evidence from the EEF shows that by explicitly teaching children strategies to help plan, monitor and evaluate specific aspects of their learning can be effective and provide potentially up to 8 months additional progress in primary-aged pupils.</p> <p>This course will help develop teachers develop strategies to use these interventions in the classroom-and in particularly to teach students how to learn to become resilient in their thinking.</p> <p><a href="#">For evidence collected from the Education Endowment Fund click this link.</a></p>	<p>1,3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to fund teacher release time for our Maths Lead and another teacher to embed key elements of guidance in school and to access Maths Hub resources and CPD (including NCETM 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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>3</p>

<p>Run in-house staff meetings to disseminate this information to teachers and place a particular focus on the use of 'mathematical thinking' to support Maths teaching and learning.</p>		
<p>Support the salary for a targeted Learning Mentor position to support attainment and progress of disadvantaged children across the school.</p> <p>Dedicated Learning Mentor will also be responsible for supporting the SLT in raising attendance for disadvantaged children.</p>	<p>Section 7.2 of the NFER's 2003 report entitled, 'Excellence in Cities: The National Evaluation of a Policy to Raise Standards in Urban Schools 2000-2003' references the effect of mentoring.</p> <p><a href="#">Find this report here.</a></p>	<p>1,2,3,4</p>
<p>Continue to pay for Twinkl Phonics, which is a validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3</p>
<p>Continued funding of the Skills Builder Programme across the school.</p> <p>Skills Builder is a cross-curricular programme of study anchored in key skills identified as being important for collaborative work. It provides all children with opportunities to undertake projects rooted in the 'real-world' using skills transferrable to other areas of the curriculum – most notably teamwork.</p>	<p>A report from the Education Policy Institute on 'Key Drivers of the Disadvantage Gap' highlights that disadvantaged children have less access to a broad and balanced curriculum. Skills Builder is an essential part of that broader curriculum offer in our school.</p> <p>Report available <a href="#">here</a>.</p>	<p>1,3</p>

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted TA-led catch-up interventions focused on Reading, Writing and Maths for year groups identified as having the largest proportion of gaps to close in regards to PPG and non-PPG learners.</p> <p>Interventions to consist of a minimum of one hour per day in groups of two or three aimed at targeting basic skills.</p>	<p>When deployed effectively, Teaching Assistants can have a large and positive impact on children's learning.</p> <p>Research available <a href="#">here</a>.</p>	1,3
<p>Introduction of a Homework Club from January 2023 targeted at disadvantaged children to improve home/school collaboration and raise attainment.</p> <p>Club size will operate on ratios of 1 adult per 5 children approximately.</p>	<p>Research undertaken by the EEF indicates that completing appropriate homework activities can have a positive impact of up to 5 months on a child's attainment. In particular, the research highlights the importance of children having a quiet space to undertake home learning.</p> <p>EEF findings are available <a href="#">here</a>.</p> <p>A report from the Education Policy Institute on 'Key Drivers of the Disadvantage Gap' also makes reference to importance of home learning environments (HLE) and how some disadvantaged families underestimate the impact the HLE has on child's cognitive development and learning.</p> <p>Report available <a href="#">here</a>.</p>	1,3,4
<p>Small group, teacher-led interventions in basic skills for targeted groups of disadvantaged children to be funded in conjunction with the catch-up premium.</p> <p>Children to work in small groups of 4 or 5, undertaking English and Maths activities from January 2023 and then linked to the whole-class objectives and informed by diagnostic testing to structure sessions to</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="#">EEF research on small-group tuition available here.</a></p>	1,3

meet their needs and focus on basic skills.		
<p>Funding for Accelerated Reader.</p> <p>Pupil Premium funding will be used to support the continued use of Accelerated Read as a dedicated programme aimed at improving engagement with reading, learner confidence and comprehension skills.</p> <p>Targeting of disadvantaged children for AR will be supported by the allocation of Chromebooks for all disadvantaged families to enable them to engage with AR at home (an area that has been traditionally low).</p>	<p>Reading comprehension strategies have shown to provide approximately 6 months additional progress when targeted effectively and used in conjunction with in-class strategies and teaching.</p> <p><a href="#">EEF Research on Reading Comprehension Strategies available here.</a></p> <p>Additional research on the impact of Accelerated Reader specifically can be found <a href="#">here</a>.</p>	1,3
<p>Continue to fund Timetables Rockstars to support the quick recall of times tables.</p>	<p>Evidence for Review of Mathematics Teaching: Improving Mathematics in Key Stages Two and Three: Evidence Review. London: Education Endowment Foundation. The report is available from:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidencereviews/improving-mathematics-in-key-stages-two-and-three/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidencereviews/improving-mathematics-in-key-stages-two-and-three/</a></p>	1,3
<p>Funding for an online Spelling programme 'Spelling Shed'.</p> <p>Internal data shows that standards in SPAG, particularly spelling, have declined since the onset of the pandemic. By introducing an online programme for spellings, it is aimed to improve learner engagement through using games and activities to promote a 'fun' approach to learning spellings –</p>	<p>The school's own internal monitoring of this area has identified the benefits of using an external programme to support spelling development and we have collected anecdotal evidences from other local settings to support this.</p>	1,3

much like Times Table Rockstars.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,200

Activity	Evidence that supports this approach	Challenge number (s) addressed
Funds made available to add additional Chromebooks to be distributed to disadvantaged families to support with home learning.	<p>Reform's 2018 report entitled, 'Beyond Gadgets: EdTech to help close the opportunity gap' highlights the role technology can play in improving outcomes but also the disparity in technology in the home between disadvantaged and non-disadvantaged families.</p> <p>The report outlines cases where technology has had a quantifiable impact on pupil outcomes, but still only accounts (at the time) for 3% of pupil spend.</p> <p>Internal data on both homework and pupil engagement with remote learning during lockdown were low – with access to technology cited as a major reason for this.</p> <p>Research from Reform available <a href="#">here</a>.</p>	1,3,4
Continue to fund 'Sing Up' and provide more opportunities for children to take part in singing and music events.	<p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	1,2
Funds made available to subsidise school trips - including residential visits in Years 5 and 6.	<p>Research on the impact of <a href="#">Aspiration Interventions</a> and <a href="#">Outdoor Adventure Learning</a> can be found by clicking the hyperlinks.</p>	1,3
Incentive-based strategies aimed at targeting attendance for all children, with special recognition given to the	<p>Although not specifically mentioned within the document, this strategy is informed by the principles of good practice set out in the DfE's <a href="#">Working Together to Improve Attendance</a></p>	1,2,3

<p>'most improved' attendance. This will focus heavily on disadvantaged children as it is them who are the most persistent absentees. The approach will be supported by in-class recognition and support/motivation provided by class teachers.</p>		
<p>Pay the service level agreement for the Educational Welfare Officer to support attendance. This includes the school undertaking first day calling/messaging and the EWO running attendance surgeries.</p>	<p>According to the EEF A key component of the effective interventions was building effective partnerships between schools and parents, through discussions, meetings and conferences. The purpose of these partnerships was to identify issues leading to absences and collaboratively source effective solutions to the problems.  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1701333440">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1701333440</a></p>	
<p>To provide targeted Draw and Talk therapeutic interventions for disadvantaged and non-disadvantaged children whose mental health and wellbeing has been adversely affected by the pandemic.</p>	<p>The impact of Social and Emotional Learning (and specifically interventions targeted at this area) can be found <a href="#">here</a> from the EEF.</p>	<p>1,3</p>
<p>Funds allocated specifically to run a lunchtime club for children who have SEMH needs and find the playground environment overwhelming. A set number of places will be designated for disadvantaged children.</p>	<p>The impact of Social and Emotional Learning (and specifically interventions targeted at this area) can be found <a href="#">here</a> from the EEF.</p>	<p>1,3</p>

**Total budgeted cost: £ 58,200**

## 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.

Internal assessments undertaken at the end of the 2022/23 academic year indicated that the attainment of disadvantaged pupils continues to be lower than their peers across key areas of the curriculum in KS2. At the end of KS2 22.2% of disadvantaged children achieved a combined score of expected or above in Reading, Writing and Maths compared with 73.9% of non-disadvantaged children. This was a rise of 5.5% from the previous year. However, at the end of KS1, 60% of disadvantaged children achieved expected in Reading, Writing and Maths combined compared with 78.9% of non-disadvantaged children. Disadvantaged children in Reception also did well with 75% achieving a Good Level of Development. Additionally, phonics results at the end of year 1 have also significantly improved over the last 3 years with disadvantaged children doing as well as their peers.

Progress in tackling gaps in both attainment and attendance for disadvantaged children has been made over the last academic year but there is still much work to do to make up for the lost learning during Covid for KS2 children where a higher proportion of disadvantaged children did not engage with home learning. Disadvantaged children continue to have lower attendance than non-disadvantaged children and more disadvantaged children are below for Reading, Writing and Maths in most KS2 year groups across the school. For these reasons, a large focus has been placed on the allocation of pupil premium funding to tackle gaps using targeted interventions – both TA and teacher-led – at the end of the last academic year and into this one.

Finally, mental health and wellbeing has been an area of focus for all children across the school because of the pandemic. Funding from Pupil Premium was allocated to focus on mental health, wellbeing and pupil mentoring; but this has also been addressed in other areas of school development including improving the quality of play and playground provision through the Opal project. This has had a very positive impact on pupil wellbeing and behaviour across the school and we have seen significantly less incidences of children displaying negative behaviour choices and our internal pupil surveys and Governors report that the children are very happy to be at Longlands. We received a Platinum award from Opal for our provision at playtimes. We will continue to use some of the Pupil Premium funding in order to be able to continue to offer a range of opportunities in order to support children's happiness and wellbeing.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## 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)**

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