

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	292
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this (revised) statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Tom Baines (Head Teacher)
Pupil premium lead	Tammy Allen (DHT)
Governor / Trustee lead	Stephen Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,176
Recovery premium funding allocation this academic year	£0
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	£68,176

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 to 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	<p>Reading attainment</p> <p><i>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils often experience greater difficulties with reading than their peers. This impacts on progress across the wider curriculum. However, outcomes in Years 3, 4, and 6 show that targeted interventions are having a positive effect, with 100% of disadvantaged pupils in Year 6 achieving the expected standard or above in reading.</i></p>
2	<p>Attendance</p> <p><i>Attendance data demonstrates that disadvantaged pupils are more likely to be persistently absent compared with their non-disadvantaged peers. This continues to be a barrier to learning and overall progress for some pupils.</i></p>
3	<p>Cohort variation</p> <p><i>Although the overall proportion of disadvantaged pupils across the school is lower than the national average, in some year groups the proportion is close to or exceeds national figures. This can create a disproportionate impact on attainment and progress data for these cohorts and places increased pressure on teachers to accelerate progress within these groups.</i></p>
4	<p>Parental engagement</p> <p><i>Engagement with some parents and families of disadvantaged pupils is not as well developed as the school would like. This can make it more challenging to support these pupils effectively, as a collaborative approach between home and school is not always fully established.</i></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.

<i>Intended outcome</i>	<i>Success criteria</i>
<i>Improve reading outcomes for disadvantaged pupils.</i>	<ul style="list-style-type: none">- Disadvantaged pupils make accelerated progress in reading from their starting points.- The proportion of disadvantaged pupils achieving expected or above in reading at the end of each key stage is at least in line with national averages.- Gaps in attainment between disadvantaged and non-disadvantaged pupils narrow year on year.- Reading interventions and targeted support are evidenced as effective through termly assessments and pupil progress meetings.
<i>Improve attendance and reduce persistent absenteeism among disadvantaged pupils.</i>	<ul style="list-style-type: none">- Persistent absence among disadvantaged pupils reduces to below 10%.- The attendance gap between disadvantaged and non-disadvantaged pupils narrows term by term.- Attendance initiatives (mentoring, rewards, early intervention) show demonstrable impact through monitoring data.- Families engage positively with the school's attendance support systems.
<i>Ensure disadvantaged pupils across all cohorts, particularly those with higher proportions, make strong progress in all subjects.</i>	<ul style="list-style-type: none">- In-year and end-of-year data show disadvantaged pupils make expected or better progress across the curriculum.- Internal monitoring (book looks, lesson observations, pupil voice) demonstrates that high-quality teaching

	<p>and adaptive strategies are consistently applied across year groups.</p> <ul style="list-style-type: none"> - Teachers demonstrate increased confidence in using assessment information to plan effectively for disadvantaged pupils. - The attainment gap between disadvantaged and non-disadvantaged pupils continues to narrow in all core subjects.
<p><i>Strengthen engagement and partnership with parents/carers of disadvantaged pupils</i></p>	<ul style="list-style-type: none"> - Increased attendance at parent workshops, meetings, and school events among families of disadvantaged pupils. - Improved communication and collaboration between home and school, evidenced through surveys and case studies. - Parents of disadvantaged pupils feel better informed about how to support their child's learning at home. - A measurable positive impact on pupils' attitudes to learning and wellbeing is reflected in pupil voice feedback.

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further enhancement of our Reading offer through teacher development opportunities like 'The Word Guerilla' and other staff INSET.	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. For evidence collected from the Education Endowment Fund click this link.	1,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	3

<p>NCETM Teaching for Mastery training).</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>Find this report here.</p>	1,2,3,4
<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3

<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 here.</p>	<p>1,3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,176

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>When deployed effectively, Teaching Assistants can have a large and positive impact on children's learning.</p> <p>Research available here.</p>	<p>1,3</p>

<p>Additional Teacher to work with children in years 2 and 3 who were just below for reading/writing last academic year every Wednesday morning to support progress and attainment.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1762512106</p>	<p>1,3</p>
<p>Offer of a free Homework Club targeted at disadvantaged children to improve home/school collaboration and raise attainment. 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 here.</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 here.</p>	<p>1,3,4</p>
<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</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>EEF Research on Reading Comprehension Strategies available here.</p>	<p>1,3</p>

<p>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>Additional research on the impact of Accelerated Reader specifically can be found here.</p>	
<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: https://educationendowmentfoundation.org.uk/evidence-summaries/evidencereviews/improving-mathematics-in-key-stages-two-and-three/</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</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

engagement through using games and activities to promote a 'fun' approach to learning spellings – much like Times Table Rockstars.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund 'Sing Up' and provide more opportunities for children to take part in singing and music events.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2
Funds made available to subsidise school trips - including residential visits in Years 5 and 6.	Research on the impact of Aspiration Interventions and Outdoor Adventure Learning can be found by clicking the hyperlinks.	1,3
Pay the service level agreement for the Educational Welfare Officer to support attendance. This includes the school	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	

<p>undertaking first day calling/messaging and the EWO running attendance surgeries. Ensuring that barriers to attendance, including wellbeing and family engagement issues, are addressed through a joined-up approach between pastoral, SEND, and class-based staff.</p>	<p>issues leading to absences and collaboratively source effective solutions to the problems. https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1701333440</p>	
<p>To provide targeted Draw and Talk therapeutic interventions for disadvantaged and non-disadvantaged children whose mental health and wellbeing are a concern.</p>	<p>The impact of Social and Emotional Learning (and specifically interventions targeted at this area) can be found here 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 here from the EEF.</p>	<p>1,3</p>
<p>To continue to fund Opal equipment for the playground to boost happiness and wellbeing for all.</p>	<p>The impact of Social and Emotional Learning (and specifically interventions targeted at this area) can be found here from the EEF.</p>	<p>1,3</p>

Total budgeted cost: £ 68,176

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.

60% of disadvantaged children across the school (22 out of 37) achieved expected or above in Reading. The lowest 20% of all readers in each class, which included disadvantaged children where identified for extra reading interventions with our trained Reading Ambassadors. The phonics scores for disadvantaged children in Year 1 was 66.6%. We need to continue to promote reading and raise attainment.

Persistent absenteeism for the year at the end of July 2025 for disadvantaged children has improved over the last 3 years but we still had 12 children across the school who are disadvantaged who had attendance of lower than 90%.

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

<i>Programme</i>	<i>Provider</i>

Service pupil premium funding (optional)

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

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

Further information (optional)

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