

Pupil premium strategy statement – Longlands Primary

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	175 (204 inc Nursery)
Proportion (%) of pupil premium eligible pupils	50
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lisa Millington
Pupil premium lead	Lisa Millington
Governor / Trustee lead	Kevin Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 144,040
Recovery premium funding allocation this academic year	£ 14,065
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0

<p><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></p>	
<p>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></p>	<p>£158,105</p>

Part A: Pupil premium strategy plan

Statement of intent

At Longlands we aim to provide all pupils with the opportunity to achieve their full potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We endeavour to ensure that all pupils have full access to a broad, vibrant curriculum and the rich extra-curricular provision that is on offer at Longlands. This ensures we develop well-rounded individuals who connect well with their community, achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- weak language and communication skills
- difficulty with retention and retrieval
- lack of confidence and self esteem
- more frequent behaviour difficulties
- presenting with trauma /attachment disorders
- ACEs
- less support at home

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support

Our ultimate objectives are:

- to maintain the school's previous success in eliminating the attainment gap between disadvantaged and non-disadvantaged pupils
- for all disadvantaged pupils in school to meet or exceed nationally expected attainment progress rates for both disadvantaged and all pupils
- for all disadvantaged pupils to have access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence-based interventions led by appropriately trained staff

- ensuring all vulnerable learners are ready to learn through access to a breakfast club, a variety of regulating activities, mindfulness and active breaks, appropriate equipment, emotional and social support and uniform provision.
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring that vulnerable learners have access to a variety of experiences through the curriculum provision, extra- curricular offer, subsidised trips and residentials, outdoor learning in our social farm, eco garden, outdoor classroom and Forest School, visits from inspiring adults / adults from a variety of careers
- ensuring that vulnerable learners have access to high quality pastoral and mental health support including ELSA, Counsellors, Child and Family Support Worker etc
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

The range of provisions available at Longlands include but are not limited to:

- frequent pupil outcome meetings with individual teachers, SLT and the headteacher to monitor the pupils needs, progress, and the effectiveness of any interventions that are in place or that need to be sourced.
- to allocate adult support to each year group - providing small group/ 1-1 interventions focusing on overcoming gaps in learning.
- ensure all staff are equipped with training that enables them to deliver strategies that improve the pupils' retention and retrieval skills.
- CPD for all staff on dealing with attachment and trauma and how to create attachment friendly classrooms and environments.
- Staff to be upskilled in using de-escalation and regulation activities
- Regulation and mindfulness activities to become part of the school day to help pupils de-escalate and self-regulate.
- Implementation of a Confident Communicators strategy that focuses on providing frequent opportunities across the curriculum for high quality talk, discussions, group work and the development of ambitious vocabulary.
- literacy and numeracy support which includes in-class support, on the day small group or 1-1 interventions.
- running a breakfast club to ensure vulnerable learners are prepared for the day.

- tracking and monitoring attendance to provide intervention and support where a need is identified.
- development of a low arousal environment.
- frequent contact and support with parents, regarding uniform, equipment, extra-curricular activities, open events, parent afternoons, trips, homework, workshops, emails, newsletter, class curriculum letters, website pages.
- allocating high quality teaching assistants and a child and family worker to support learning and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills. Children typically enter the school with a low baseline in language and communication skills (between 35-37% at the expected standard). Pupils are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening in a coherent and connected way.
2	Pupils have difficulty with retention and retrieval of information.
3	Lack of fluency in reading and maths.
4	Many pupils lack confidence, self-esteem, and independence, many presenting with trauma /attachment disorders, ACEs, and, increasingly, more frequent behaviour difficulties.
5	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.

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
1) To provide a whole school approach to creating confident communicators with a focus on developing the environment for talk, vocabulary acquisition, pedagogy and parental involvement.	<p>Environment There will be high expectations in all environments for the development of high quality talk where pupils are given every opportunity to discuss, debate and present and where all responses are valued.</p> <p>Vocabulary Children will have the correct tools and vocabulary to become confident communicators and presenters who are able to challenge and debate ideas.</p> <p>Pedagogy Teachers will provide high quality teaching and modelling of confident communication for pupils. Teachers will improve classroom practice to encourage pupil participation and balance.</p> <p>Parental Involvement Staff to build relationships by listening more, noticing, and providing safe spaces to talk. Increase parental confidence to take an active role in school. Provide opportunities to model good communication with children to parents There will be a shared understanding of the benefits of developing oracy and talk between staff and parents. There will be an increase in parental confidence to take an active role. Parents will take an active part in the life of school and will attend in-school events where they are able to take an active part in classroom activities. GLD, KS1 and KS2 results will be at or above national for both PP and all in CLL and reading and writing.</p>
Pupils' retention and retrieval of knowledge and skills will improve.	During Learning Walks and Pupil Spotlights, pupils will be able to demonstrate that they can do more, know more and remember more with increasing independence.
Pupils' fluency in reading and maths will improve.	Pupils will use phonics and other reading strategies to read with fluency and comprehension.

	<p>Pupils will use and apply learned number facts independently to tackle mathematical problems.</p> <p>Phonics scores for PP children will be above national to maintain the previous three-year trend.</p> <p>Maths GLD, KS1 and KS2 will be at or above national for both PP and all.</p>
Parents are actively engaged in their child's learning and promote a positive attitude towards education.	<p>Parental communication is effective, especially during home learning periods. Parents attend parents' evenings. Parents support homework. Parents attend parent afternoons where they can be actively engaged in their child's learning. Parent afternoons will be an avenue for high-quality modelling of adult child interaction. Attendance for pupils in receipt of PPG is in-line with peers.</p>
Pupils emotional and mental health needs are met and receive the necessary support when required	<p>All pupils feel safe and happy at school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members.</p>

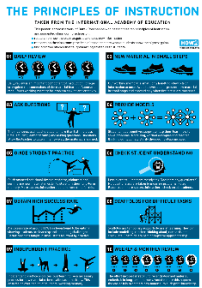
Activity in this academic year

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weak Language and Communication skills.</p> <p>One member of staff in each Key Stage to be trained in Talk Boost.</p> <p>1 Session of CPD – Confident Communicators Strategy Review – all staff.</p> <p>1 session of refresher training for explicit vocabulary teaching.</p> <p>6 sessions for monitoring by Head and English co-ordinators.</p> <p>Materials to enrich the environment / teaching resources</p> <p>Materials and preparation time to develop a hierarchy of subject specific vocabulary and knowledge banks.</p> <p>£4000</p> <p>EYFS Language and Communication</p>	<p><u>EEF Toolkit Oral Language Interventions and Guidance Report Preparing for Literacy</u></p> <p><i>Guidance reports on Improving Literacy In KS1 and KS2 ‘Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication’ ... by using ... ‘approaches including shared reading, storytelling, and explicitly extending children’s vocabulary.’</i></p> <p><u>Development Matters</u> (Julien Grenier) and <u>Early years foundation stage (EYFS) statutory framework</u> – high focus on interacting with children – spending more time talking with children and ‘developing how to listen to children, have conversations with them, and build their language and vocabulary’.</p> <p><u>Centre for Economic Performance (CEP)</u>. Children at risk of struggling with their reading get long-term benefits from ‘synthetic phonics’, the current favoured method among education policy-makers in England. The benefits for</p>	1,3,5

<p>1 x CPD for new and existing EYFS staff to access the latest research into early excellence and dialogic approaches.</p> <p>Staff to work with EYFS colleagues from other Trust schools in their Primary Improvement Curriculum Teams (PICT) to share good practice and research into effective strategies to facilitate and improve dialogue /improve pedagogy.</p> <p>1 x CPD new and existing EYFS staff in dialogic approaches and facilitating talk in the classroom</p> <p>TAs trained in ELKLAN S&L to provide 1-1 support x 3 a week for identified pupils in EYFS and KS1.</p> <p>Improve the outdoor environment to create quality provision for talk.</p> <p>EY / KS1 purchase RWI e-books to support with children reading at home.</p> <p>£4,000</p>	<p><i>disadvantaged pupils justify the fixed cost of a year's intensive training support to teachers.</i></p>	
<p>Science of Learning, Retention and retrieval of information.</p> <p>Relevant curriculum</p> <p>Research and rationale time for the Science of Learning – 2 sessions of CPD</p> <p>3 sessions of CPD Retention and retrieval all staff</p> <p>6 monitoring sessions to ensure activities taking place daily and pupil spotlights to discuss what pupils know and can do.</p> <p>Assessment for Learning research, rationale, CPD and monitoring.</p> <p>£3000</p>	<p><i>Rosenshine's Principles of Instruction –</i></p> 	<p>2,4</p>

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised costs for all trips and residentials £12,000		1,2 4
Parental Engagement Purchase Text Messaging, and Parent App, See Saw and Tapestry to share positive messages with parents CPD - Henry Playfoot's PPT on good communication (all staff) to tailor communications to encourage positive dialogue about learning Parent Afternoons resources for children to present, share or parents to work on projects alongside the children and staff. Hold Stay and Play Sessions in forest, garden, EYFS. Share research on the impact of effective communication. Run parent workshops - resources to support effective communications. £9000	161230 – 167885 <i>EEF Toolkit – Parental Engagement</i> EEF Research suggests that the impact of raising parents' aspirations is important for support disadvantaged pupils. +3 months.	4,5

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

Budgeted cost: £ £71,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch Up - Lack of fluency in reading and numeracy.</p> <p>Catch Up L3 TA in each class - Y1-Y6 Targeted interventions phonics, reading and number fluency.</p> <p>HLTA Year 6 - £19,000</p> <p>5 x TAs at 0.5 - £30,000</p> <p>Precision interventions to support 'keep up' in phonics, reading fluency, maths skills, speech and language - £19,970</p> <p>CPD – new modelling and fluency strategy in reading</p> <p>Development of a new fluency programme - number facts in mathematics. £1850</p> <p>Times Table Rockstars £176</p> <p>Times tables FunKey Cards £60</p> <p>Phonics Bug Intervention Programme from KS2 £349</p> <p>Spelling programme - £300</p>	<p>EEF Toolkit -Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>EEF</p>	<p>1,2,3</p>

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

Budgeted cost: £ £ 55,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral, MHWB, Behavioural Support, Child and Family ELSA £8,500 Child and Family Worker £14,000 Clinical Psychologist (Gateway) - Attachment and Trauma – de- escalation and behaviour training £800 Mental Health First Aider - £200 Team Teach training – de-escalation - £1000 Attachment and Trauma training Level 2 and 3 £1600 Paul Dix – When Adults Change Everything Changes Books £500 No Outsiders Here Programme and materials £500 Counsellor £800 Social Farm and garden up-keep, maintenance and improvements £10,000 Free breakfast club places £3,000 Free club places £10,000 Commando Joe’s resources £2,000 Commando Joe’s social and emotional sessions £5,000 Attendance support	<i>EEF Toolkit – Parental Engagement – Intensive programmes with the ELSA and Child and Family Worker for families in crisis.</i> <i>EEF Toolkit - Improving Behaviour in Schools-Six recommendations for improving behaviour in school.</i> <i>Blue Cross - Having animals to care for ties in with the school curriculum of emotional and social needs – empathy, care, love, compassion, understanding, commitment and building confidence</i> <i>Pets can encourage a child’s learning needs, especially in reading, communication, observation and speaking. This is a useful tool when teaching all children but can be particularly helpful for those with special educational needs (SEN).</i> <i>They can help children with behavioural needs as time with the pets can be used as a reward.</i>	4,5

Total budgeted cost: £ 159,605

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 2021 to 2022 academic year.

Historically, the performance of our disadvantaged pupils (DP) both in KS1 and KS2 has been above national DP in all subjects and at national or above (all pupils) in both reading and writing at KS1 and reading and maths at KS2. It was therefore important to ensure that the Pupil Premium Strategy focused on pastoral and behavioural interventions as well as closing the gap and ensure that pupils were ready for learning.

Pastoral, MHWB, Behavioural Support, Child and Family

All staff have now been trained in de-escalation strategies and recognising trauma and attachment. Implementing the Zones of Regulation programme has helped with self-regulation. The introduction of Paul Dix behaviour strategies has helped to cement expectations for both the children and staff and the Social Farm and Eco Garden have been instrumental in helping with pupils' mental health and wellbeing as well as being an effective intervention for high needs or dysregulated pupils.

Weak Language and Communication skills

External and internal monitoring shows that the school's Confident Communicator agenda has led to an increase in the frequency and quality of oral interactions and improved the confidence of all pupils to ask and answer questions, to challenge and to articulate their learning, more so for those pupils classed as disadvantaged.

Retention and retrieval of information.

Much work has been done on the curriculum and teaching pedagogies to improve recall and retention. Lesson Walks, drop-ins and pupil conferences with books highlight that children from disadvantaged backgrounds are benefitting from a sequential, progressive, small-steps curriculum that continually revisits prior learning and makes links to new learning. Pupils are better able to articulate what they are learning and how it links to previous learning.

Parental Engagement

Parental surveys indicate that parents are very pleased with the communication that they receive from the school about their child's progress and general information. They have indicated that they like parent and child class afternoons as they find these most

informative. All events in school are very well attended and parent evenings have very high level of attendance with hard-to-reach parents receiving alternative appointments or 10 minute phone calls.

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
X Tables Rockstars	TT Rockstars
Read, Write Inc	Oxford University Press
Read, Write Inc E book library	Oxford University Press
KAPOW Primary	KAPOW
Rising Stars	Rising Stars
Seesaw	Seesaw for Schools
Arbor Parent Portal	Arbor