

## 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  | 172 (207 inc Nursery) |
| Proportion (%) of pupil premium eligible pupils                         | 51                    |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 – 2024/2025 |
| Date this statement was published                                       | December 2024         |
| Date on which it will be reviewed                                       | December 2025         |
| Statement authorised by   | Lisa Millington       |
| Pupil premium lead  | Lisa Millington       |
| Governor / Trustee lead   | Linda Scott           |

### Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £113,960 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>  |          |
| <b>Total budget for this academic year</b><br><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> | £113,960 |

## 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. 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 progress 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, pastoral support provision 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  |
|--|---|
| <p>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> | <p><b>Environment</b><br/>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><b>Vocabulary</b><br/>Children will have the correct tools and vocabulary to become confident communicators and presenters who are able to challenge and debate ideas.</p> <p><b>Pedagogy</b><br/>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><b>Parental Involvement</b><br/>Staff to build relationships by listening more, noticing, and providing safe spaces to talk.<br/>Increase parental confidence to take an active role in school.<br/>Provide opportunities to model good communication with children to parents<br/>There will be a shared understanding of the benefits of developing oracy and talk between staff and parents.<br/>There will be an increase in parental confidence to take an active role.<br/>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.<br/>GLD, KS1 and KS2 results will be at or above national for both PP and all in CLL and reading and writing.</p> |
| <p>Pupils' retention and retrieval of knowledge and skills will improve.</p>   | <p>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.</p>  |
| <p>Pupils' fluency in reading and maths will improve.</p>  | <p>Pupils will use phonics and other reading strategies to read with fluency and comprehension.<br/>Pupils will use and apply learned number facts independently to tackle mathematical problems.</p>   |

|   |  |
|---|--|
|   | Phonics scores for PP children will be above national to maintain the previous three-year trend.<br>Maths GLD, KS1 and KS2 will be at or above national for both PP and all.   |
| Parents are actively engaged in their child's learning and promote a positive attitude towards education. | 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. |
| Pupils emotional and mental health needs are met and receive the necessary support when required          | 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.   |

## 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: £8,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Weak Language and Communication skills.</b></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><b>£4000</b></p> <p><b>EYFS Language and Communication</b></p> | <p><a href="#"><u>EEF Toolkit Oral Language Interventions and Guidance Report Preparing for Literacy</u></a></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><a href="#"><u>Development Matters</u></a> (Julien Grenier) and <a href="#"><u>Early years foundation stage (EYFS) statutory framework</u></a> – 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><a href="#"><u>Centre for Economic Performance (CEP)</u></a>. 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 disadvantaged pupils justify the fixed cost of a year’s intensive training support to teachers.</p> | <p>1,3,5</p>                  |

|   |  |  |
|---|--|--|
| <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&amp;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><b>£4,000</b></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<br><b>£12,000</b>   |  | 1,2 4                         |
| <p><b>Parental Engagement</b></p> <p>Purchase Text Messaging, and Parent App, See Saw and Tapestry to share positive messages with parents</p> <p>CPD - Henry Playfoot's PPT on good communication (all staff) to tailor communications to encourage positive dialogue about learning</p> <p>Parent Afternoons resources for children to present, share or parents to work on projects alongside the children and staff.</p> <p>Hold Stay and Play Sessions in forest, garden, EYFS.</p> <p>Share research on the impact of effective communication.</p> <p>Run parent workshops - resources to support effective communications.</p> <p><b>£9000</b></p> | <p><a href="#"><u>EEF Toolkit – Parental Engagement</u></a></p> <p>EEF Research suggests that the impact of raising parents' aspirations is important for support disadvantaged pupils. +3 months.</p> | 4,5                           |

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

Budgeted cost: £ £52,126

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Catch Up - Lack of fluency in reading and numeracy.</b><br/>           TA in each class - Y1-Y6 Targeted interventions phonics, reading and number fluency.<br/>           HLTA Year 6<br/>           1.5 x TAs SEMH intervention<br/>           0.6 TA - Precision interventions to support 'keep up' in phonics, reading fluency, maths skills, speech and language<br/>           Times Table Rockstars</p> | <p><a href="#">EEF Toolkit -Targeted phonics</a> interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.<br/> <b>EEF</b></p> | <p>1,2,3</p>                  |

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

Budgeted cost: £32,834

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Pastoral, MHWB, Behavioural Support, Child and Family</b><br/> <b>ELSA</b><br/>           Child and Family Worker<br/>           Mental Health First Aider<br/>           Team Teach training – de-escalation<br/>           Attachment and Trauma training Level 2 and 3<br/>           No Outsiders Here Programme and materials<br/>           Social Farm and garden up-keep, maintenance and improvements<br/>           Free breakfast club places<br/>           Free club places<br/>           Commando Joe’s resources<br/>           Commando Joe’s social and emotional sessions<br/>           Attendance support</p> | <p><a href="#"><u>EEF Toolkit – Parental Engagement</u></a> –<br/> <i>Intensive programmes with the ELSA and Child and Family Worker for families in crisis.</i><br/> <i>EEF Toolkit - Improving Behaviour in Schools-Six recommendations for improving behaviour in school.</i></p> <p><a href="#"><u>Having animals to care</u></a> for, ties in with the school curriculum of emotional and social needs – empathy, care, love, compassion, understanding, commitment and building confidence</p> <p><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></p> <p><i>They can help children with behavioural needs as time with the pets can be used as a reward.</i></p> | <p>4,5</p>                    |

**Total budgeted cost: £ 113,960**

## **Part B: Review of outcomes in the previous academic year**

### **Outcomes for disadvantaged pupils**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

## **Whole School Approach to Confident Communication**

**Environment:** We have established high expectations across all environments for the development of high-quality talk. Pupils are given ample opportunities to discuss and present their ideas, with all responses being valued. This has fostered a culture of respect and inclusivity, encouraging students to express themselves confidently.

**Vocabulary:** By the end of KS2, children have acquired the necessary tools and vocabulary to become confident communicators and presenters. They are able to challenge ideas effectively, which has significantly enhanced their critical thinking and articulation skills.

**Pedagogy:** Teachers have developed their classroom practices by providing high-quality teaching and modelling confident communication. This has led to increased pupil participation and a more balanced classroom dynamic, where every student is heard and valued.

**Parental Involvement:** Staff have built strong relationships with parents by listening, noticing, and providing safe spaces for communication. This has increased parental confidence and involvement in school activities. Parents now actively participate in in-school events and classroom activities, creating a shared understanding of the benefits of developing oracy and talk.

### **Academic Outcomes**

**KS2 Results:** Our efforts have resulted in KS2 results being at or above national averages for both PP and all students in reading and writing. Pupils' retention and retrieval of knowledge and skills have improved, as evidenced by their ability to demonstrate increased independence during Learning Walks and Pupil Voice.

**Reading and Maths Fluency:** Pupils' fluency in reading and maths has shown significant improvement. They are using phonics and other reading strategies to read with greater fluency and comprehension. Additionally, pupils are applying learned number facts independently to tackle mathematical problems.

### **Parental Engagement**

Parents are now more actively engaged in their child's learning and promote a positive attitude towards education. Effective parental communication, especially during Parent Sfternoons, has been established. Parents attend parents' evenings, support homework, and participate in parent afternoons, which serve as avenues for high-quality modelling of adult-child interaction.

### **Emotional and Mental Health Support**

Pupils have built positive relationships with their peers and staff members, ensuring their emotional and mental health needs are met. This supportive environment, including the Meadow nurture provision, has contributed to their overall well-being and academic success.

In summary, our approach has led to significant improvements in pupils' communication skills, academic outcomes, parental involvement, and emotional well-being.

## 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*

| <b>Programme</b>               | <b>Provider</b>         |
|--------------------------------|-------------------------|
| 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                   |
| Tapestry                       | Tapestry                |