

Pupil premium strategy statement – Longlands School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-----------------------|
| Number of pupils in school | 173 |
| Proportion (%) of pupil premium eligible pupils | 43.9% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025/2026 – 2028/2029 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2028 |
| Statement authorised by | Rowena Kaminski |
| Pupil premium lead | Natasha Lloyd |
| Governor / Trustee lead | Linda Scott |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £115,140 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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> | £115,140 |

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At Longlands, our ambition is to ensure every pupil is given the opportunity to achieve their full potential. We are committed to identifying and removing barriers to learning that may arise from personal circumstances, gaps in learning or wider contextual challenges. We aim to guarantee that all pupils can access a broad, engaging curriculum alongside a rich programme of extra-curricular experiences. Through this, we nurture well-rounded, confident individuals who are connected to their community, capable of fulfilling their ambitions and equipped to flourish in later life.

Disadvantaged pupils may face a range of barriers to learning, including:

- weak language and communication skills
- difficulty with retention and retrieval
- low confidence and self-esteem
- more frequent behaviour challenges
- experiences of trauma or attachment difficulties
- Adverse Childhood Experiences (ACEs)
- limited support at home

We also recognise that some pupils experience complex family circumstances that may hinder their ability to thrive. The challenges our pupils face are varied, and therefore our support must be tailored. There is no single approach that meets the needs of all learners.

Our Objectives

Our Pupil Premium strategy aims to:

- sustain the school's success in closing the attainment gap between disadvantaged and non-disadvantaged pupils
- ensure disadvantaged pupils meet or exceed national expectations for attainment and progress
- ensure all disadvantaged pupils can access the full breadth of extra-curricular opportunities, enabling them to develop as well-rounded learners who realise their ambitions

How We Will Achieve This

We will:

- frequently monitor qualitative and quantitative data to identify pupils requiring support in a timely and accurate way
- ensure teaching and learning meet the needs of all pupils, with specific needs

addressed through high-quality, evidence-based interventions delivered by trained staff

- promote readiness to learn by providing access to breakfast club, regulation activities, mindfulness and movement breaks, appropriate resources, and emotional/social support
- track and promote disadvantaged pupils' participation in extra-curricular activities, offering support to increase engagement
- ensure pupils benefit from a wide range of curriculum and enrichment experiences, including subsidised trips, residential, outdoor learning (social farm, eco garden, outdoor classroom, Forest School), and visits from inspiring role models
- provide high-quality pastoral and mental health support, including ELSA, counselling, and child and family support
- recognise that social disadvantage is not limited to those eligible for free school meals; we may therefore allocate Pupil Premium funding to pupils or groups identified as vulnerable by the school
- allocate funding following a needs analysis to identify priority classes, groups or individuals

Implementing Our Objectives

Provision at Longlands includes, but is not limited to:

- regular pupil progress meetings with teachers, senior leaders and the headteacher to review needs, progress and intervention impact
- targeted adult support in each year group, including small-group and 1:1 interventions to address learning gaps
- staff training to strengthen pupils' retention and retrieval skills
- CPD on attachment, trauma and developing attachment-friendly classroom environments
- upskilling staff in de-escalation and regulation approaches
- embedding regulation and mindfulness activities within the school day
- literacy and numeracy support delivered through in-class provision and same-day interventions
- breakfast club provision to prepare vulnerable pupils for learning
- tracking and monitoring attendance to identify and address concerns promptly
- maintaining a low-arousal learning environment
- regular communication and support for families regarding uniform, equipment, extracurricular activities, events, trips, homework and school information
- deployment of skilled teaching assistants, pastoral staff and a child and family worker to support academic progress 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 |
|---|---|
| All children in the EYFS and KS1 will have 'Strong Foundations' | Our EYFS classrooms equip all children, without fail, with the knowledge and skills they need to make progress in Reception, through key stage 1 and beyond. Adults consistently focus on helping children to build fluency in foundational knowledge and skills. Teachers allocate enough time for children to practise what they have been taught so that they remember it. |
| Developing 'Executive Function' so that all children will have better retention of knowledge. | Children will be able to focus their attention on what matters and screen out what is not relevant hold information in their minds in order to work on it. They can focus on a goal and work out when it is necessary to change their approach to achieve it. 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 Phonics | Pupils will use phonics and other reading strategies to read with fluency and comprehension. Phonics scores for PP children will be above national to maintain the previous three-year trend. |

| | |
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| Pupils fluency in Reading and Writing | <p>Adults give children enough teaching and practice for them to become fluent in foundational knowledge and skills of writing, such as in handwriting and composing simple sentences. Children learn foundational knowledge properly, such as:</p> <ul style="list-style-type: none"> • how to compose simple sentences orally • how to hold a pencil correctly and form letters and numbers • how to spell • how to become a fluent reader <p>By the end of key stage 1, all children will know how to communicate, read, write</p> |
| Pupils fluency in Maths | <p>Pupils will use and apply learned number facts independently to tackle mathematical problems. Maths GLD, KS1 and KS2 will be at or above national for both PP and all. By the end of key stage 1, all children will know how to calculate.</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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 22,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 2 day Whole-School Training for Read Write Inc. (RWI) | Research from the Education Endowment Foundation (EEF) identifies phonics as high-impact for very low cost , with strong evidence for improving reading skills, especially for | 1, 2, 3, 4, 5 |

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|---|--|--------------|
| <ul style="list-style-type: none"> • To ensure high-quality, consistent phonics teaching across all year groups. • To improve early reading outcomes, particularly for disadvantaged pupils. • To close gaps in decoding, fluency and early literacy. <p>2 day development days to support with coaching and intervention CPD</p> <p>Build and expert CPD for 2 adults</p> <p>Release for coaching and monitoring</p> <p>£4,000</p> | <p>disadvantaged pupils.</p> <p>Consistent, whole-school practice improves fidelity to the programme, ensuring disadvantaged children receive high-quality instruction daily.</p> <p>Schools using RWI with fidelity show accelerated progress in reading for PP pupils (case-study evidence & programme evaluation reports).</p> | |
| <p>EYFS and KS1 CPD</p> <p>Kinetic letters and resourcing of the programme</p> <p>£3,000</p> | <p>Research shows that explicit handwriting instruction improves fluency and written outcomes; the EEF states that transcription skills (handwriting & spelling) are essential foundations for writing development.</p> <p>Kinetic Letters is evidenced to support posture, strength and fine-motor development—key areas where disadvantaged pupils often lag behind.</p> <p>Schools using Kinetic Letters report improved handwriting fluency, reduced writing fatigue, and accelerated progress in disadvantaged pupils (programme case studies & LA evaluations).</p> <p>Focused motor-skill interventions improve accuracy and fluency; fine-motor development is linked to better writing outcomes (EEF early literacy guidance).</p> | <p>1,2,4</p> |
| <p>CPD Maths Whizz and resourcing of programme</p> <p>£2000</p> | <p>EEF evidence shows digital technology used in a structured, purposeful way can improve maths outcomes, especially when personalised to learners' needs.</p> <p>Adaptive tutoring platforms accelerate progress by responding to misconceptions instantly (supported by</p> | <p>1,2,5</p> |

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| | <p>research in intelligent tutoring systems).</p> <p>Internal evaluation & school case studies report accelerated progress in PP pupils using Maths-Whizz for 45–60 mins per week.</p> | |
| <p>Early Years Motor Skills Screening Training</p> <p>CPD for EYFS Staff on Motor Development and Early Identification</p> <p>£2000</p> | <p>Training improves the quality and consistency of early intervention; EEF highlights staff development as a key driver of impact.</p> <p>Research shows early identification of motor difficulties improves literacy readiness and handwriting outcomes.</p> <p>The EEF's Early Years guidance highlights early assessment and targeted support as high-impact for disadvantaged learners.</p> <p>OT (occupational therapy) studies show early motor intervention improves coordination, pencil grip, and classroom participation.</p> | 1,2,4 |
| <p>Whole-school CPD programme focused on Quality First Teaching using Teach Like a Champion strategies. Including release time for coaching and peer observations.</p> <p>£4000</p> | <p>EEF Teaching and Learning Toolkit identifies high-quality teaching as the most impactful approach for disadvantaged pupils (+7 months progress)</p> <p>TLAC strategies are evidence-informed and linked to improved classroom engagement and behaviour</p> <p><i>"High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</i></p> <p>DfE</p> <p><i>"Evidence shows that consistent teaching approaches and shared expectations across a school improve pupil outcomes."</i></p> <p>DfE – Improving Behaviour in Schools (2022)</p> | 2, 4 |
| <p>Team Teach training for staff, prioritising those working with high proportions of disadvantaged pupils. Including training staff in de-escalation strategies and positive behaviour</p> | <p>Research shows that staff training in behaviour management and de-escalation improves consistency, safety and pupil outcomes.</p> <p>EEF guidance links wellbeing and behaviour to attainment</p> | 4, 5 |

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|---|--|------|
| support. Release for CPD. £3000 | DfE –to improve behaviour, wellbeing and learning conditions | |
| Future in mind CPD Release of one staff member to complete CPD and training shared with whole school. Foetal Alcohol Syndrome training- whole school. Good Autism Practice (GAP) £2500 | DfE & Department of Health – <i>Future in Mind</i> identifies schools as central to promoting children’s mental health and resilience EEF Social and Emotional Learning (SEL) evidence shows positive impacts on engagement and behaviour | 4, 5 |
| CPD for one member of staff to complete the National Professional Qualification for Executive Leadership (NPQEY) (release time included to complete) £1500 | DfE – NPQ Framework identifies strong leadership as a key driver of school improvement. EEF guidance highlights leadership as an enabling factor for improving teaching quality and pupil outcomes | 1, 5 |

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

Budgeted cost: £ 51,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Catch Up - Lack of fluency in reading and numeracy. TA in each class - Y1-Y6 Targeted interventions phonics, reading and number fluency. HLTA Year 6 1.5 x TAs SEMH intervention 0.5 TA - Precision interventions to support ‘keep up’ in phonics, reading fluency, maths skills, speech and language Times Table Rockstars | EEF Toolkit -Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF EEF Teaching Assistant Guidance shows targeted, well-structured TA interventions can have positive impact EEF Improving Literacy Guidance highlights fluency as a key component of reading development EEF Improving Mathematics Guidance identifies fluency in number facts as foundational to progress | 1, 2, 3, 5 |

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| £39,000 | | |
| <p>Implement the “Cool Kids” programme for targeted pupils (small group or 1:1 sessions) Training and release time for CPD. £6,000</p> | <p>Cool Kids programme research demonstrates effectiveness in reducing childhood anxiety; EEF Social and Emotional Learning (SEL) guidance shows SEL interventions improve behaviour and engagement</p> <p>The “Cool Kids” programme provides targeted social and emotional support for disadvantaged pupils, improving wellbeing, engagement and readiness to learn, and reducing barriers to academic progress. OFSTED</p> | 2, 4, 5 |
| <p>Implement Talk Boost for targeted pupils (small group or 1:1 sessions) To improve spoken language, vocabulary, sentence structure, and communication skills. £6,000</p> | <p>Talk Boost programme evaluation shows improvements in early language and communication; EEF Early Years Toolkit shows oral language interventions can add +6 months progress</p> <p>Research links early language development with later literacy and academic attainment</p> <p>Talk Boost provides targeted speech and language support for disadvantaged pupils, improving communication skills, vocabulary, and confidence, which enhances access to the curriculum and academic outcomes. OFTSED</p> | 1, 2, 5 |

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

Budgeted cost: £ 42,140

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Subsidised costs for all trips £12,000</p> | <p>EEF – Cultural Capital & Enrichment: Enrichment activities support attainment and engagement, particularly for disadvantaged pupils.</p> <p>DfE Pupil Premium Guidance: Targeted enrichment can help close attainment gaps.</p> | 1, 2, 4, 5 |
| <p>Parental Engagement Purchase of Text Messaging, and Parent</p> | <p>EEF (2019) – Parental Engagement: Parental engagement can improve</p> | 4, 5 |

| | | |
|--|---|------|
| <p>App, See Saw and Tapestry to share positive messages with parents</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>Run parent workshops - resources to support effective communications.</p> <p>£7000</p> | <p>academic outcomes by +3 months on average.</p> <p>Ofsted EIF (2021): Schools are expected to foster effective partnerships with parents to support learning.</p> <p>DfE Pupil Premium Guidance (2023): Engaging parents helps close the attainment gap.</p> | |
| <p>Pastoral, MHWB, Behavioural Support, Child and Family</p> <p>X2 ELSA</p> <p>Child and Family Worker</p> <p>Mental Health First Aider</p> <p>Social Farm and garden up-keep, maintenance and improvements</p> <p>Free breakfast club places</p> <p>Attendance support</p> <p>Boxing club</p> <p>No worries CPD and intervention</p> <p>£23,140</p> | <p>EEF Toolkit – Parental Engagement – Intensive programmes with the ELSA and Child and Family Worker for families in crisis.</p> <p>EEF Toolkit - Improving Behaviour in Schools-Six recommendations for improving behaviour in school.</p> <p>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.</p> <p>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).</p> <p>They can help children with behavioural needs as time with the pets can be used as a reward.</p> | 4, 5 |

Total budgeted cost: £ 115,140

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Detail:

Evaluation of the Longlands Pupil Premium Strategy 2024

Based on the pupil premium strategy statement and the 2024–25 data, the pupil premium strategy at Longlands Primary School appears to have had a positive impact on its intended outcomes.

The strategy set out clear objectives: to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils, improve retention and retrieval, enhance fluency in reading and maths, and increase parental engagement and emotional wellbeing. The school implemented a wide range of targeted interventions, including CPD for staff on communication and trauma-informed practice, small group and 1:1 academic support, subsidised trips, and pastoral care through ELSA and family support workers. These were aligned with the challenges identified, such as poor language skills, low confidence, and limited parental engagement.

The impact is evident in the 2024–25 data. In Year 6, disadvantaged pupils achieved above national averages in reading (82%), writing (65%), and GPS (59%), with combined RWM outcomes at 59%—a significant improvement from earlier pillars and previous years. These results suggest that the strategy has successfully supported academic progress. Additionally, the review of outcomes highlights improved pupil communication, increased parental involvement, and strengthened emotional wellbeing through nurture provision and mental health support.

While some areas such as maths fluency and phonics outcomes for disadvantaged pupils remain below national averages in earlier years, the upward trend in Year 6 suggests that the strategy is having a cumulative and positive effect over time. Overall, the pupil premium strategy is well-targeted, evidence-informed, and demonstrably effective in improving outcomes for disadvantaged pupils at Longlands.

Using this evaluation and our knowledge of the 2025 data, the Pupil Premium Strategy for 2025–2026 is currently being designed, with a focus on Maths, Phonics and EYFS, and will be ready to share at the end of the Autumn Term.

Main points:

- **Academic Outcomes:** KS2 results for disadvantaged pupils in 2024–25 were strong, with reading at 82%, writing at 65%, and GPS at 59%, all above national averages.

- **Parental Engagement:** Parent participation in school events and learning activities increased. Communication tools and workshops helped build stronger home-school relationships.
- **Emotional and Mental Health Support:** Pupils benefited from ELSA, family support workers, and nurture provision, contributing to improved wellbeing and readiness to learn.
- **Wider Experiences:** Subsidised trips, outdoor learning, and enrichment activities ensured disadvantaged pupils accessed a broad curriculum.
- **Overall Impact:** The strategy has effectively addressed key barriers and led to measurable improvements in academic performance, wellbeing, and engagement for disadvantaged pupils.
- **Next Steps:** To use evaluations and knowledge of focused areas of data (EYFS, Phonics, Maths) to finalise the Pupil Premium Strategy for 2025-2026

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|---------------------|-------------------------|
| X Tables Rockstars | TT Rockstars |
| Read, Write, Inc | Oxford University Press |
| Kapow Primary | KAPOW |
| Boost | Rising Stars |
| Arbor Parent Portal | Arbor |
| IDL | IDL |
| Seesaw | Seesaw for Schools |