

# Longford Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Longford Primary School
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	01 September 2023
Date on which it will be reviewed	01 July 2024
Statement authorised by	Louise Knipe
Pupil premium lead	Louise Knipe
Governor / Trustee lead	Nic Ford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,335
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
<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	£52,335

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention that all pupils, irrespective of their backgrounds or challenges they may face, have the opportunity to thrive and achieve. We believe that education has the power to change lives. Our purpose is to ensure that everyone in our community flourishes, that children love learning, are resilient and well-equipped for our ever-changing world, and are caring, grounded by self-belief and Christian values, able to find fulfilment and happiness.

The focus of our pupil premium strategy is to support disadvantaged pupils enabling them to flourish, make good progress and maximise their achievements. There's no ceiling; sky's the limit!

Our vision 'To make our dreams come true,' is aimed directly at children, to inspire them to embrace a love of learning for themselves and for others. This vision resonates with pupils, whether they aspire to become a dancer or want to solve global warming.

Our vision is underpinned by strong Christian values of love, wisdom, friendship, trust and respect, and is based on Christian scripture

*'You are like a tree planted by the water,  
bearing fresh fruit every month,  
Never dropping a leaf, always in blossom.'* Psalm 1:3

Our approach is to support pupils through high quality teaching, focusing on specific areas of need, to help ensure the gap between disadvantaged and non-disadvantaged pupils will be reduced. This year the focus of our strategy will be

- Maximising opportunities to support well-being and self esteem
- Rapid catch-up for reading and phonics
- Strengthening maths reasoning
- Strategies to improve attendance

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## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments indicate a negative impact regarding successive lockdowns over 2 years on all pupils and in particular disadvantaged pupils, undermining resilience and aspirations.
2	Assessments and observations suggest that disadvantaged pupils have greater difficulty with phonics and reading than their peers.
3	For some pupils poor attendance exacerbates the learning gap between non-disadvantaged and disadvantaged pupils. Observations and assessments indicate that non-attendance impacts negatively on pupil progress.
4	Overall the challenge of socio-economic factors –poverty, illiteracy, and in particular for some ethnic minority groups, these factors impact significantly on pupil progress, health and well-being.
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## 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
Increased stamina; resilient and positive attitudes to learning and challenge.	Pupils, where appropriate, will demonstrate ownership of learning and positive attitudes, reflecting greater confidence and resilience.
Improved reading attainment and progress and associated improvement in the quality of writing.	KS1 and KS2 disadvantaged pupils will make good progress in line with their peers and/or meet expected attainment standards for reading and writing.
Improved phonics skills	The majority of Y2 and Y1 pupils will meet the statutory phonics assessment checks in Summer 2023.
Increasing pupil ability and understanding of mathematical reasoning using known number facts	KS1 and KS2 disadvantaged pupils will make good progress in line with their peers and/or meet expected attainment standards for maths.
Y4 multiplication success	Times table tracking data will show increased progress over time for our disadvantaged pupils. 100% of all our disadvantaged pupils (non-SEND) in

	Year 4 will pass the Multiplication Tables Check
Achieve and sustain improved attendance	The overall attendance rate for all pupils for 2022-2023 will improve. The number of persistently absent pupils will be reduced.
Improved well-being for all pupils and in particular disadvantaged pupils.	Pupil and parent questionnaires will demonstrate examples of improved well-being and positive engagement in school activities. Parent feedback and teacher observations will capture examples of improved well-being amongst pupils and in particular disadvantaged pupils.

## 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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve systematic synthetic phonics provision for all pupils through Essential letters and sounds resource.	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.EFF</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EFF</a></p>	2,3
Training to continue to support new systematic synthetic phonics programme to refine phonics teaching for all pupils	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. EFF</p> <p>Essential Letters and Sounds has been selected as it is an approved phonics programme, which includes a training package.</p> <p><a href="https://www.essentiallettersandsounds.org/the-essential-information">https://www.essentiallettersandsounds.org/the-essential-information</a></p>	2, 3
Improve quality of writing through quality first teaching and use of The Write Stuff resource package.	<p>High Quality First Teaching has been proven to make the single biggest difference to outcomes for disadvantaged learners. Studies show that disadvantaged pupils benefit disproportionately from high quality teaching, compared to their peers.</p>	2
Increasing pupil ability and	<p>See guidance regarding</p> <ul style="list-style-type: none"> <li>• Use of manipulatives and representations</li> </ul>	1,4,5,

<p>understanding of mathematical reasoning using known number facts</p>	<ul style="list-style-type: none"> <li>• Teaching pupils strategies for solving problems</li> <li>• Enabling pupils to develop a rich network of mathematical knowledge</li> <li>• Structured interventions</li> </ul> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	
<p>Maths professional development via Maths Mobius Hub-non-contact time</p>	<p>See Maths Guidance regarding</p> <ul style="list-style-type: none"> <li>• Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</li> </ul> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>1,4,5,</p>
<p>Use of Rising Stars maths assessment to track pupil knowledge and understanding</p>	<ul style="list-style-type: none"> <li>• Use of standardised testing can support teachers in identifying areas of strength and weakness. This information can be used to adapt teaching in order to meet pupils' individual needs more precisely.</li> </ul> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>Sound times table knowledge and successful Y4 multiplication assessment</p>	<p>See Maths Guidance regarding</p> <ul style="list-style-type: none"> <li>• Use of manipulatives and representations</li> <li>• Teaching pupils strategies for solving problems</li> <li>• Enabling pupils to develop a rich network of mathematical knowledge</li> <li>• Structured interventions</li> </ul> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>1,4,5</p>

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tuition	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	2,3,4,5
Structured interventions for phonics and reading including one to one and small group work	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
Pre-teaching to support maths reasoning and mastery	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has higher impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,4,5

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Achieve and sustain improved attendance</p>	<p>Little evidence is available- see Education Endowment Fund.</p> <p>However the impact of non-attendance due to lockdowns as a result of Covid has been reported.</p> <p>‘The disadvantage gap remains wider than the results of the KS1 national curriculum assessments in 2019. Pupils from disadvantaged backgrounds are around seven months behind their peers in both subjects.’</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Impact_of_School_Closures_KS1_-_Interim_Findings_Paper_2_-_July_2021.pdf?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=school%20closures">https://educationendowmentfoundation.org.uk/public/files/Impact_of_School_Closures_KS1_-_Interim_Findings_Paper_2_-_July_2021.pdf?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=school%20closures</a></p> <p>Common sense would suggest that good attendance is essential in most cases in order to achieve academic outcomes.</p>	<p>6</p>
<p>Improved well-being for all pupils and in particular disadvantaged pupils, using a wide range of enrichment activities- sometimes referred to as extra- curricular activities. Many children cannot access after school activities, so the school works to enrich</p>	<p>‘Although there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, much less is known about how these skills can be developed and whether they lead to increased academic attainment.</p> <p>Few robust studies in the UK have explored the extent to which schools can influence these skills, and their impact on other outcomes. Improved behavioural, social and emotional outcomes do not always translate into improved grades, or perhaps may translate into improved academic attainment only in the longer term , but schools may well wish to pursue them for their wider benefits irrespective of impacts on attainment.’</p> <p>Education Endowment Fund</p>	<p>7</p>



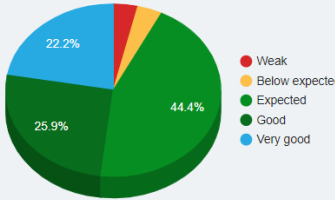
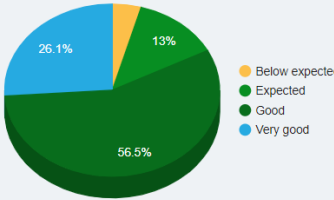
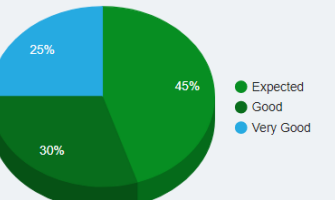
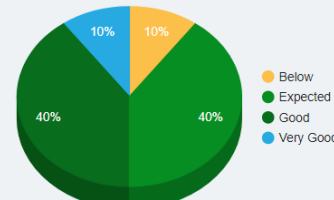
<p>the experience of all. To ensure disadvantaged pupils can attend educational trips.</p>	<p>This approach is used in independent education to enhance self-esteem and well-being, and attainment. It is the school's belief that enrichment activities and positive life experiences support well-being and build confidence.</p>	
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**Total budgeted cost: £ 50,000**

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

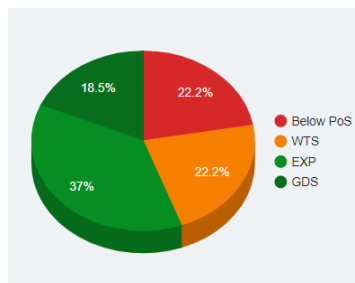
## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. There is still a gap between pupil premium pupils and non-pupil premium pupils. This is exacerbated by the period of national lockdown.

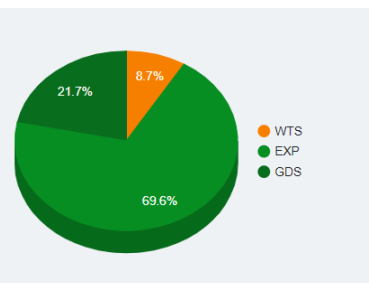
<p><i>Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.</i></p> <p><i>If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?</i></p>	
<p><b>Aims</b></p>	<p><b>Please note: This is not the end of the current pupil premium strategy plan and therefore a detailed analysis of the plan is not required. Further schools are not required to publish end of year data for 2021-2022 as detailed above. However initial findings show that:</b></p>
<p>Rapid progress regarding phonics and reading for most disadvantaged pupils.</p>	<p>The school's focus on phonics and reading has helped to address some of the negative impact of the lockdown period; there has been some good progress regarding whole school reading.</p> <p style="text-align: center;">Reading Progress 2023</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Pupil Premium</p>  </div> <div style="text-align: center;"> <p>Non-Pupil Premium</p>  </div> </div> <p style="text-align: center;">Reading Progress 2022</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Pupil Premium</p>  </div> <div style="text-align: center;"> <p>Non-Pupil Premium</p>  </div> </div>

### Reading Attainment 2022-2023

Pupil Premium



Non Pupil Premium



83% of KS2 pupils achieved expected for reading.

83% of KS1 pupils achieved expected for reading.

80% of Y1 pupils achieved the phonics screening check.

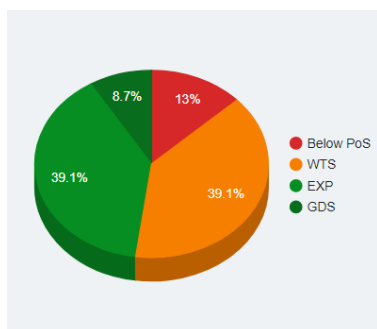
100% of YR pupils achieved a good level of development.

71.4% of disadvantaged pupils achieved expected for KS2 reading- above national.

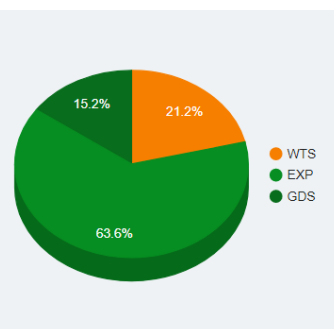
71.4 % of disadvantaged pupils achieved expected for KS2 writing-above national

### Reading Attainment 2021-2022

Pupil Premium



Non-Pupil Premium



The school continues to achieve good outcomes regarding reading at KS2.

In February 2022, the school adopted a new phonics programme- Essential Letters and Sounds. Staff training has taken place and the programme is being delivered with fidelity. It will take two years for the completion of the first cycle.

Pupils continue to need considerable support to overcome socio- economic barriers and the exacerbating impact of national lockdowns. The school is utilising small group and one to one support. Resources used include Reading Eggs, Word Shark and ELS. Some pupils do not read at home. Going forwards we have three reading volunteers and a reading dog to help drive progress. The particular, the younger pupils love reading to Bonnie from Pets As Therapy and her teacher owner. We are keen to ensure pupils are motivated to read.

To improve maths reasoning skills	<p>End of year attainment outcomes demonstrate the challenging impact of past disruption, particularly for some minority ethnic groups within the disadvantaged data set.</p> <p>The majority of pupils are able to explain their answers to mathematical problems and demonstrate their thinking verbally. Our target is to ensure pupils are able to demonstrate their reasoning skills when recording answers. The school uses White Rose Premium and NCETM resources, as well as working closely with the Mobius Hub.</p>
Positive learning attitudes and attendance	<p>Attendance is now improving, especially as parental concerns regarding Covid are alleviating. Last year some parents were reluctant to send their children to school during outbreaks. Further, lockdown restrictions were followed by those testing positive. The school liaises regularly with the Education Welfare Officer and Traveller Support team. Concerns still remain regarding some minority ethnic groups.</p> <p>As a result of the whole school ethos and provision, the majority of pupils have positive attitudes towards learning and display positive behaviours. Pupils have access to a wide range of enrichment activities, including educational trips and residentials, learning to play an instruments, music lessons with a music specialist, gym, dance and games sessions with individual specialists.</p>

## 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
Essential Letters and Sounds	Oxford Phonics

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*