

# Pupil premium strategy statement – Longney Primary Academy

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	63
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Heather Francis
Pupil premium lead	Becky Prosser
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,910
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£15,910

# Part A: Pupil premium strategy plan

## Statement of intent

### Our intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring high quality first teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that all pupils have access to wider curriculum opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 6% lower than for non-disadvantaged pupils.
3	Assessments, observations and discussions with pupils indicate underdeveloped vocabulary gaps among pupils, leading to significant gaps in writing attainment. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These 3 challenges particularly affect disadvantaged pupils, including their attainment.
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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
Improved writing attainment and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- The attainment gap between disadvantaged children and their peers has decreased and all make good progress.</li> <li>- The gap between disadvantaged children and their peers is narrowed in writing attainment and all make good progress.</li> <li>- Attainment for pupils at end of KS1 is narrowed against national average.</li> <li>- 50% of disadvantaged pupils achieve ARE for writing at the end of KS2.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Children with identified SEMH needs access Nurture interventions.</li> <li>- Children with SEMH needs achieve identified SEMH targets on MyPlans.</li> <li>- Enrichment opportunities offered to disadvantaged pupils e.g. extra-curricular activities, school trips etc.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Disadvantaged pupils' attendance is above 95% on average.</li> <li>- No disadvantaged pupils are persistently absent.</li> </ul>
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- The gap between disadvantaged children and their peers is narrowed in reading.</li> <li>- 100% of disadvantaged pupils achieve ARE for Y1 phonics screening check.</li> </ul>

## 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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality teaching of writing mastery curriculum.	<p>EEF states that ‘Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	3
Embed use of teaching and intervention through Essential Letters and Sounds (ELS), a <a href="#">DfE validated Systematic Synthetic Phonics programme</a>	<p>EEF states that ‘targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced barriers to learning.’</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>	1

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the use of targeted phonics interventions for disadvantaged pupils who require further phonics support.	EEF states that ‘when phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.’  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Develop the use of 1:1 Stride Ahead for disadvantaged pupils who require further reading support	EEF states that ‘Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.’  <a href="#">Small group tuition   EEF</a>	1

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop use of nurture sessions, with nurture trained teaching assistants.	EEF states that ‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4
Provide attendance support in line with DfE guidance and school policy.	The DfE states that ‘securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools’ efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.’	2

	<a href="https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</a>	
Use enrichment and extra-curricular activities to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also <a href="#">Metacognition and self-regulation</a>) may also be involved. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><a href="#">Outdoor adventure learning   EEF</a></p>	4

**Total budgeted cost: £15,000**

## Part B: Review of the previous academic year

### Pupil premium strategy outcomes

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

Our internal assessments during 2023-24 highlight the gap in writing attainment of KS1 disadvantaged children.

End of KS1 ARE:

Maths – 66.6% (national 52%)

Writing – 33.3% (national 41%)

Reading – 66.6% (national 51%)

Moving into 2024-25, closing the attainment gap in KS1 writing attainment is a priority.

Our internal assessments during 2023-24 highlight the evidence of work implemented to support disadvantaged children to close the gap in attainment of KS2 disadvantaged children.

End of KS2 ARE:

Maths – 0% (national TBC)

Writing – 33.3% (national TBC)

Reading – 33.3% (national TBC)

Other internal assessments during 2022-23 are as follows:

Phonics screening check – 60% (national 80%)

Y4 multiplication check – 66% (national TBC)

Attendance continues to be lower than pre-Covid but whole school attendance has increased on the previous year's attendance.

Whole school attendance for 2023-24 was 94.10% up from 93.65% in 2022-23 and 93.48% from 2021-22.

Disadvantaged pupil attendance for 2023-24 was 88.49% up from 84.22% in 2022-23 but down from 89.23% from 2021-22.

We continue to target this area and implement our attendance strategy as set out in September 2024.

We continue to use pupil premium funding to make progress against achieving the intended outcomes for our pupil premium strategy by 2025.

## Externally provided programmes

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

Programme	Provider