

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	60
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	Three-year plan 1st year 2023-2024 2nd year 2024-2025 3rd year 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Laura Lee
Pupil premium lead	Becky Prosser
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,940
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£19,940

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	Our assessments show that a high percentage of our disadvantaged children- at Longney- display social, emotional and mental health needs.
2	Our attendance data indicates that attendance of pupil premium children is significantly lower than their peers.
3	Assessments of reading, writing and maths show that the gaps in foundational knowledge for our disadvantaged children are greater than their peers.
4	Children entering school, in EYFS, are starting with bigger gaps – in foundational knowledge – than their peers.

5	Many disadvantaged children have less cultural capital due to having less rich and varied life experiences as their peers.
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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
<p>The difference between Pupil Premium and Non-Pupil Premium pupils is narrowed for all key assessment points, including:</p> <ul style="list-style-type: none"> - GLD - Phonics screening check - End of KS1 assessments - End of KS2 assessments 	<ul style="list-style-type: none"> - Quality first teaching is evident in all classrooms - Robust timetables are consistently implemented in all classrooms - Pixl assessments and accompanying QLAs are used to monitor progress of pupil premium children - Regular closing the gap Pixl meetings - The % of pupils at expected levels at the end of EYFS, KS1 and KS2 will be in line or better than the national figures - Low Prior Attainers will make better than expected progress
<p>The difference between foundational knowledge of pupil premium children and non-pupil premium children is narrowed in reading, writing and maths.</p>	<ul style="list-style-type: none"> - Pixl assessments and accompanying QLAs are used to identify foundational knowledge of children - Pixl therapies implemented, in every class, to close foundational knowledge gaps - Regular close the gap Pixl meetings, with a spotlight on pupil premium children
<p>Offer a comprehensive support package to address the social, emotional and mental health needs of pupil premium children.</p>	<ul style="list-style-type: none"> - Purchase of Boxall profile - Train a member of staff to lead Boxall - Train a member of staff to deliver Boxall interventions - Implemented intervention timetable to deliver Boxall, inline with bespoke learning plans - Children with SEMH needs achieve identified SEMH targets on MyPlans.
<p>To improve and sustain improved attendance of pupil premium children.</p>	<ul style="list-style-type: none"> - Weekly SLT meetings to include analysis of pupil premium attendance - Engagement with education inclusion and outcome officers for identified pupil premium children - Disadvantaged pupils' attendance is above 90% on average.

	<ul style="list-style-type: none"> - No disadvantaged pupils are persistently absent
Increased opportunities for pupil premium children to experience and enjoy wider world learning	<ul style="list-style-type: none"> - Events and workshops planned throughout the year - Trips planned throughout the year - Visits, visitors and theme days to be supported through pupil premium budget - All pupil premium pupils participate in visits/clubs - Pupil voice reflects improved opportunities.

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
Embed use of teaching and intervention through Essential Letters and Sounds (ELS), a DfE validated Systematic Synthetic Phonics programme	EEF states that ‘targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced barriers to learning.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 4

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

Budgeted cost: £6,600

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.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 4
Develop the use of 1:1 daily intervention for disadvantaged pupils who require further 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.’ Small group tuition EEF	3, 4
Embed quality first teaching to identify, assess and address foundational knowledge gaps	EEF states that ‘Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.’ Individualised instruction EEF	3, 4

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

Budgeted cost: £10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop use of Boxall sessions, with Boxall trained teaching assistant.	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.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1

<p>Provide attendance support in line with DfE guidance and school policy.</p>	<p>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.’</p> <p>https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</p>	<p>2</p>
<p>Use enrichment and extra-curricular activities to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<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 Metacognition and self-regulation) 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>Outdoor adventure learning EEF</p>	<p>5</p>
<p>Use external agencies to offer intensive support for children with SEMH needs.</p>	<p>EEF states that ‘In general, mentoring aims to build confidence and relationships, to develop resilience and character.’</p> <p>Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1</p>

Total budgeted cost: £19,900

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 2024 to 2025 academic year.

Good levels of development

Subject	% of pupil premium pupils at ARE	% of other pupils at ARE
GLD	66.7%	100%

Phonics screening check

Subject	% of pupil premium pupils at ARE	% of other pupils at ARE
PSC	0%	100%

Multiplication check

Subject	% of pupil premium pupils at ARE	% of other pupils at ARE
MTC	33%	67%

End of KS1 outcomes

Subject	% of pupil premium pupils at ARE	% of other pupils at ARE
Reading	50%	100%
Writing	50%	100%
Maths	50%	100%

End of KS2 outcomes

Subject	% of pupil premium pupils at ARE	% of other pupils at ARE
Reading	N/A	62.5%
Writing	N/A	87.5%
Maths	N/A	62.5%

We continue to use pupil premium funding to make progress against achieving the intended outcomes for our pupil premium strategy by 2026.