



Longvernal Primary

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Longvernal Primary	
Number of pupils in school 171	
Proportion (%) of pupil premium eligible pupils (37) 21.6%	
Academic year/years that our current pupil premium strategy plan covers	2023/24 2024/25
Date this statement was published September 2024	
Date on which it will be reviewed September 2025	

Statement authorised by Karen Courtier-Hird

Pupil premium lead Karen Courtier-Hird

Governor / Trustee lead Kelly Antonwicz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-2025	£59555

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59555
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan Statement of intent

Our objectives for our disadvantaged pupils are for them to:

- reduce attainment gap between the school's disadvantaged pupils and others nationally
- Offer a rich curriculum with high expectations for attainment in all subjects irrespective of barriers to learning
- Build their self-belief and resilience enabling them to independently find coping strategies to manage social, emotional and mental health needs
- Experience a broad range of extra-curricular activities including sporting activities to regain fitness and maintain a healthy weight and to support mental well-being
- To ensure that attendance of pupils is at least in line with whole school attendance

How does your current pupil premium strategy plan work towards achieving those objectives?

- Quality First teach complemented by targeted interventions and strategic deployment of skilled learning support assistants in liaison with SENCO
- Staff CPD around SEND interventions and SEMHS and supporting pupils with trauma-related behaviours and mental health issues. External sporting coaches; Headstand; Jigsaw; ELSA; Music Therapy; Make a Move supporting both fitness and mental health ; Lego Therapy
- PSA workshops to support parents in supporting children's well-being and attendance

What are the key principles of your strategy plan?

- To ensure that all children, irrespective of their socio-economic background, have equal opportunities for success across the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Closing the gap for socially disadvantaged children in Reading, Writing & Maths ensuring that there is access to quality texts, adults to read to and support with Maths including loan of chrome books for Doodle Maths.
2	Social, Emotional & mental health issues owing to societal pressures, cost of living and family breakdown

3	Statistically the postcode where the school is situated has one of the highest rates of childhood obesity as measured in YR & Y6 and poor dental hygiene also results in poor attendance
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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
The academic gap between disadvantaged pupils and their peers is narrowed	Data, YARC Scores, WellComm
Pupils are able to articulate their emotions, communicate needs and independently apply coping strategies in order to reach their potential, unimpaired by SEMHS needs	Pupil Surveys Pupil Conferencing Tracking on My Concern of behavioural or emotional problems, outbursts reflects a decrease in incidents involving PP children

Pupils 's awareness of the importance of exercise and healthy eating impacts their fitness levels and ability and enthusiasm towards participating in sporting activities. Pupil uptake of extra-curricular sporting activities increases

Data collated indicates pupils participate in extra-curricular clubs Pupils successfully participate in minimum 3 x weekly Move a Mile Pupils fully engage in Health & Fitness weeks Pupils participate in walk, scoot, cycle to school week as reflected in data collected reference this

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: £40672

Activity	Evidence that supports this approach	Challenge number(s)
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<p>Quality first teaching is vital for all pupils and especially pupil premium pupils to make good progress and so all teachers are supported in their practice.</p> <p>Continued professional development, recruitment and retention, support for early career teachers through whole MAT training. Effective feedback and use of quality AfL, including low stakes recall strategies. Monitoring of quality of teaching and tracking of progress of pupil premium children through conferencing and book looks. LSA support utilised to help pupils 'keep up, not catch up' in all lessons across the curriculum and access quality first teaching. Additional LSA support in each class to enable all pupils to access a wide and broad curriculum.</p>	<p>Research shows that good or better teaching has a disproportionately high impact on disadvantaged pupils. Using the pupil premium to improve teaching quality benefits all pupils. The EEF guide to the premium highlights good teaching as the single most important lever schools have to improve outcomes for disadvantaged children. Our priority at Longvernal is to ensure that a highly effective teacher is in front of every class, and that each teacher is supported to keep improving through continuous CPD and professional dialogue around current pedagogy.</p>	<p>addressed</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12460

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Targeted interventions to maximise every child's individual potential.</p> <p>Evidence based interventions used, such as:</p> <ul style="list-style-type: none"> - RWi - Precision teaching - Same-day maths - Speech and language therapy - Pre and post teaching - Whole class vocabulary Intervention. - Voice 21 Oracy Program 	<p>Targeted support enables same day intervention or pre-teaching such that pupils keep up rather than need to catch up, thus closing the gap. EEF's teaching and Learning toolkit outlines phonics interventions as having a broad and strong evidence base for impacting progress in all learners. Teaching phonics is more effective on average than other approaches to early reading. Our interventions are short, targeted and frequent, to ensure that children are not missing significant chunks of 'quality first teaching.' We recognise that QFT is the first and most important wave of intervention. Voice 21 empowers children by enabling them to articulate their learning appropriately and effectively, closing the gap between disadvantaged pupils and their peers with all pupils having confidence in accessing Standard English.</p>	
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<p>Targeted therapeutic interventions to maximise every child's individual potential. Evidence-based interventions used, such as:</p> <ul style="list-style-type: none"> - Music therapists -Speech and Language therapist -Specialist English teaching - 1:1 ELSA -Jigsaw PSHE units - Nurture groups - Lego therapy - Headstand 	<p>Maslow's Hierarchy of Needs demonstrates the need for each level of need to be met before progressing up the pyramid. Children need to have the basic needs of safety, belonging and esteem to be met to enable the best possible educational outcomes. In addition, the Sutton Trust says that social and emotional provision 'appear to benefit disadvantaged or low attaining pupils more than other pupils.'</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £12730

Activity Evidence that supports this approach	Challenge number(s) addressed
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Close monitoring using SIMS of attendance. A range of strategies utilised, such as:

- A. Parental liaison and engagement - PSA support to overcome barriers. Phone call/letter follow-up.
- B. Incentives for good attendance.
- C. EWO involvement where appropriate.
- D. Pupil premium children given priority for spaces in extra-curricular clubs.
- E. PSA employed to provide a bridge between school and home and support early intervention.

Total budgeted cost: £65862

EEF teaching and learning toolkit has outlined parental engagement as having a moderate impact at a moderate cost. EEF also states, ‘parents have a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic success.’ We want all children to have an equal opportunity to learn and succeed in school and we believe good attendance is crucial in achieving good outcomes.

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 2023-24 academic year.

Pupils in 2023-24 were assessed and tracked as follows:

EYFS carried out the Reception Baseline Assessment (RBA) within the first 6 weeks of pupils starting school and then completed the EYFS profile at the end of the year. Using the early learning goals and Development Matters to support making a judgment as to whether a child had met a good level of development (GLD).

WellCom used as an additional initial assessment to inform interventions.

Y1 and 2 phonics were tracked using Read, Write, Inc and standardised tests.

NFER used throughout school for tracking.

SATS tests used in Y2 and Y6.

YARC was used to track the lowest 20% readers throughout the school.

Curriculum rigorously planned to ensure progression.

Outcomes for our Pupil Premium children were as follows:

Achieving GLD:67 %

Phonics Y1: 0%

Phonics retake Y2: NA

End of KS2 assessments:

Reading – 33.3%

Writing 50%

Maths –66.7%

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
Dyslexia Nessy
Monitoring Reading comprehension for lowest 20% readers YARC
EYFS early diagnosis of vocal/language delay Wellcomm
Times Tables Times Tables Rock Stars

Maths Doodle Maths

Writing : Drawing Club, Talk for Writing and Write Stuff

Spelling Shed Ed.Shed/Literacy Shed

Music Charanga

Art/Design technology Kapow

Science White Rose

PSHE Jigsaw

RE Jigsaw

Further information (optional)

With social, emotional and mental health needs continuing to impact some children and families in the light of the cost of living crisis, the support of the Parent Support Advisor remains a strategic approach to supporting families in dealing with wider issues which have traditionally impacted on pupil well-being and outcomes.