



## Pupil premium strategy statement

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 Academy
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	40%
Academic years that our current pupil premium strategy plan covers	2020-2023 (Year 3 of 3)
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	L Lawrence: Principal
Pupil premium lead	H Wareham: Vice Principal
Governor / Trustee lead	K Challinor



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Based on October 2020 census pupil numbers of 82)	£149,580
Recovery premium funding allocation this academic year (Based on October 2020 census pupil numbers of 82)	£16,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£166,110</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At Longford, our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. We aspire for all of our children to become independent, forward thinking and confident learners who are acceptable to modern advances with the ability to shape their own futures.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- Persistent absence
- Oracy and vocabulary
- Early reading
- Opportunity/Cultural capital
- Social and emotional needs

Our approach is embedded in high quality teaching and strategies that are reflective of current evidence and research to address both common challenges and our pupils' individual needs.

Our expectation at Longford is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- use diagnostic assessments to identify needs
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge																																			
1	Assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.  <i>2022 assessment data: 69% and 85% of disadvantaged pupils reached GLD for Listening, Attention &amp; Understanding (82.2% nationally) and Speaking (82.6% nationally), respectively.</i>																																			
2	Some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers.  <i>2022 assessment data: 69% of disadvantaged pupils passed PSC compared to 75% of others nationally.</i>																																			
3	Assessments show that there is a performance gap in reading, writing and maths from EYFS to KS2. <i>2022 assessment data:</i> <table><tr><td></td><td colspan="2">Reading</td><td colspan="2">Writing</td><td colspan="2">Maths</td></tr><tr><td></td><td>School PP 2022</td><td>Non PP (Nat 2019)</td><td>School PP</td><td>Non PP (Nat)</td><td>School PP</td><td>Non PP (Nat)</td></tr><tr><td>GLD</td><td>61.5%</td><td>79%</td><td>38.5%</td><td>76%</td><td>53.8%</td><td>77%</td></tr><tr><td>KS1 EXS+</td><td>50%</td><td>78%</td><td>43.8%</td><td>73%</td><td>68.8%</td><td>79%</td></tr><tr><td>KS2 EXS+</td><td>58.3%</td><td>78%</td><td>58.3%</td><td>83%</td><td>45.8%</td><td>84%</td></tr></table>		Reading		Writing		Maths			School PP 2022	Non PP (Nat 2019)	School PP	Non PP (Nat)	School PP	Non PP (Nat)	GLD	61.5%	79%	38.5%	76%	53.8%	77%	KS1 EXS+	50%	78%	43.8%	73%	68.8%	79%	KS2 EXS+	58.3%	78%	58.3%	83%	45.8%	84%
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4	Assessments, discussions and observations have identified social and emotional issues for some disadvantaged pupils.																																			
5	Some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.  <i>December 2022: Attendance 92.2% (National: 94.4%) Persistent absence: 27.5%</i>																																			
6	Analysis shows that some of our disadvantaged pupils and families need support to access enrichment opportunities.  <i>E.g. Only 91% of disadvantaged pupils attended a residential in 2022/23</i>																																			

## 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	RAG 2023
Improve the quality of the spoken dialogue in classrooms.	% of pupils achieving ELG for communication and language in line with national averages Narrow gap to 78% BPVS & reading fluency measures in line with chronological age	Sp% virtually in-line with NA (21/22) Reading fluency remains a key barrier
Improve writing skills of PP children to accelerate the progress and reduce attainment gap between PP and non-PP children in writing.	KS1 & 2 assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5%.	5.5% gap in KS1 40.9% gap in KS2
Further improve quality of phonics teaching to increase % of PP children passing phonics check	100% of pupils achieving GLD will pass phonics check in Y1 KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5%.	100% of GLD pupils achieve the PSC % Attainment gap 23.2%
Improve reading comprehension skills through access to high quality texts and book talk to narrow attainment gap between PP and non-PP children	KS1 & 2 assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5%.	5.8% gap in KS1 19.7% gap in KS2
Reduce attainment gap between PP and non-PP children in maths through the improvement of basic skills and reasoning.	KS1 & 2 assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5%.	KS1 in line with non PP Gap still wider than 5% within KS2 outcomes
Improve social and learning behaviours through the provision of an appropriate, tailored, enriching and engaging curriculum.	Reduce behavioural incidents recorded for PP children by at least 50% Pupil voice provides evidence that curriculum is engaging	Exception of PP with complex SEND needs
Improve attendance figures for children eligible for pupil premium.	Attendance of PP children in line with national averages Attendance target: 96% PA target: 8.2%	Attendance % higher than National
All PP pupils supported to engage in a wide range of enrichment opportunities through financial support and resources to access these.	All PP pupils attended trips. Visits and fascinator experiences through funded places in order to broaden experiences and improve attainment and progress through first hand experiences.	Y6 residential %s 21/22 = 22/23 = 81% (13/16 attended)

## 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: £81,406

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed dialogic talk &amp; improve spoken language: Audit current school practice and develop an action plan to develop and implement a speech, language and communication curriculum.</p> <p>Implement and embed best practice as identified from CPD:</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Oracy Pioneers</a></li> <li>➤ Word Aware</li> <li>➤ <a href="#">NELI</a></li> <li>➤ <a href="#">Communication Trust</a></li> <li>➤ SLCF</li> </ul>	<p>Good spoken language and communication skills are strong predictors of reading, writing and later academic success. For children who experience social deprivation, strong early spoken language has been shown to be the best indicator of those who can 'buck the trend' and escape poverty in adult life with better long-term employment prospects.</p> <p>In order to develop higher order thinking and articulacy, pupils need to be able to reason, discuss, argue and explain rather than merely respond. (<a href="#">EEF</a>)</p>	1, 3
<p>Narrow attainment gap and accelerate progress across the curriculum by improve social and learning behaviours through the provision of an appropriate, tailored, enriching and engaging curriculum, including:</p> <ul style="list-style-type: none"> <li>➤ The explicit teaching of metacognition and self-regulation strategies as well</li> <li>➤ Development of the use of technology to support learning at home and in the classroom</li> </ul>	<p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. <a href="#">EEF</a> research shows that up to 7 months additional progress can be made</p>	3, 4
<p>Embed whole-class reading using high quality texts:</p> <p>Teach reading comprehension strategies through modelling and supported practice</p> <p>Purchase whole class, age appropriate, engaging texts.</p> <p>Invest in online library (MyOn) enabling children to read often and widely</p>	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress (<a href="#">EEF</a>)</p>	3

Maintain cyclical approach to CPD (including support from SLE). Use of Accelerated Reader.	<a href="#">(Reading framework)</a>	
Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge. This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. <a href="#">(EEF)</a>	2, 3
Implement and embed 'Pathways to Write' scheme across the school Teach writing composition strategies through modelling and supported practice. Develop pupils' transcription and sentence construction skills through extensive practice Target teaching and support by accurately assessing pupil needs <ul style="list-style-type: none"> <li>➤ Feedback</li> <li>➤ Expectations</li> <li>➤ CPD</li> <li>➤ Scaffolding</li> <li>➤ High quality texts</li> <li>➤ Speech, language and communication curriculum</li> </ul> High quality assessment & diagnosis	Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goal setting and activating prior knowledge.  A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.  <a href="#">EEF EY</a> <a href="#">EEF KS1</a> <a href="#">EEF KS2</a>	1, 3
Improve basic maths skills & reasoning through high quality teaching and an approach based on mastery: <ul style="list-style-type: none"> <li>➤ makes use of mathematical representations that expose the underlying structure of the mathematics;</li> <li>➤ helps children to make sense of concepts and achieve fluency through carefully structured questions, exercises and problems that use conceptual and procedural variation to provide 'intelligent practice', which develops conceptual understanding and procedural fluency in parallel;</li> <li>➤ blends whole class discussion and precise questioning with intelligent practice and, where necessary, individual support;</li> <li>➤ uses effective concrete and pictorial resources.</li> </ul>	Countries employing a mastery approach expose almost all of the children to the same curriculum content at the same pace, allowing them all full access to the curriculum by focusing on developing deep understanding and secure fluency with facts and procedures, and providing differentiation by offering rapid support and intervention to address each individual pupil's needs. (NCTEM)  Dialogic teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk. Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulacy.  <a href="#">EEF Mastery learning</a>	3

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

Budgeted cost: £75,516

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics lessons and keep-up sessions: Up-skill teaching assistants through CPD to enable effective grouping of children and well-targeted interventions. Timely reviews of pupil attainment by phonics lead to meet pupil needs through re-grouping	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners as they begin to read. <a href="#">(EEF)</a>	2, 3
Accelerated reader programme	Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. <a href="#">EEF</a>	3
Stoke Speaks Out Wellcomm	Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. <a href="#">(EEF)</a>	1, 3
Pre-teach and assigning competence NTS Assessments	There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions. <a href="#">(EEF)</a>	3
Improve social and learning behaviours through the provision of an appropriate, tailored, enriching and engaging curriculum. Identification of pupils with needs through ongoing behaviour monitoring. Provision of SEL/nurture programme based on identified needs. E.g. Elsa. Strategies to be shared with class teachers to support re-integration into daily class life.	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Average impact of four months' additional progress. <a href="#">(EEF)</a>	4
Engaging with the National Tutoring Programme for small group reading tuition targeted at specific needs.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. <a href="#">(EEF)</a>	1, 2, 3



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

Budgeted cost: £9,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ring fence funding to support the attendance of learning opportunities such as residential experiences and other educational trips/visits.	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. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)	6
<p>Commissioned support from an attendance consultant (TG) to develop school policy and practice.</p> <p>Monthly visits from TG to monitor attendance and support attendance officer with school actions and statutory actions and requirements.</p> <p>TG to provide ongoing remote support for school and CPD for attendance officer throughout the academic year.</p>	<p>Whole school PA continued to be high (above national) with a number of pupil premium children within the PA group.</p> <p>School figures are not in line with national average – significantly below</p> <p>Children need to attend school regularly in order to access teaching firstly and any interventions in place to support them in narrowing the gap. Children who are absent from school will fall behind in their learning as gaps will hinder progress.</p>	5
Contingency fund for acute issues	Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.	All

**Total budgeted cost: £ 166,110**



## 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 2022-2023 academic year.

Throughout the year, staff knowledge and expertise have continued to be developed through high quality teaching and learning CPD including coaching within subject areas from more specialised and experienced staff as well as reading & research resulting in improved practice across the school.

Interventions have continued to be carefully selected based on diagnostic assessments and professional discussions with teachers. The evidence of impact with these being regularly reviewed to ensure they are of the highest quality and time limited to maximise progress.

The embedding of Little Wandle Letters and Sounds (as the chosen systematic synthetic phonics programme) and the support from the Little Sutton English Hub in raising standards in Early Reading resulted in accelerated progress for many pupils and improved phonics outcomes across the school. Reading and phonics will remain a priority in the academic year 2023-2024

#### **Pupil outcomes:**

GLD (PP)	GLD (non-PP)	National
54.5% (6/11)	52% (13/25)	TBC

Impact of high -quality teaching and interventions selected to improve outcomes in Communication, Language & Reading:

- 75.6% Listening, attention & understanding, 80.6% Speaking, 75% Word Reading

#### **Phonics**

Y1 (all)	Y1 (PP)	Y1 (non-PP)	National
76.7%	64.3% (9/14)	87.5% (14/16)	TBC

### KS1

R (PP)	R (non-PP)	National (provisional)	W (PP)	W (non-PP)	National (provisional)	M (PP)	M (non-PP)	National (provisional)
53.3% (8/15)	59.1% (13/22)	68%	40% (6/15)	45.5% (10/22)	60%	73.3% (11/15)	72.7% (16/22)	70%

### KS2

R (PP)	R (non-PP)	National (provisional)	W (PP)	W (non-PP)	National (provisional)	M (PP)	M (non-PP)	National (provisional)
54.2% (13/24)	73.9% (17/23)	73%	41.7% (10/24)	82.6 (19/23)	71%	50% (12/24)	82.6% (19/23)	73%

### Attendance:

	Attendance- Pupil Premium	Attendance - Non-Pupil Premium	Persistent absence of Pupil Premium	Persistent absence of Non-Pupil Premium
Longford	93.2%	90.9%	20.3%	33.1% (*GRT significantly impacts this percentage)
National (FSM Eligible & Not FSM Eligible)	91.4%	95%	30.7%	12.1%

The School joined the DfE Behaviour Hubs programme in 2022-2023 led by the Education Development Trust. The Behaviour Lead and Principal audited the behaviour across the school including systems and processes. Over the year, the programme resulted in enabling a clearer understanding and implementation of the behaviour policy in school by all stakeholders as well as clear, consistent school values and ethos across the school. Pupil behaviour improved, with fewer incidents of low level disruption and positive attitudes towards learning apparent. Staff had increased confidence in managing behaviour with a clear understanding of behaviour management practices such as the use of micro scripts and restorative approaches.



There were a growing number of pupils who have required additional support due to identified social and emotional needs and/or specific SEND needs. Two members of support staff continue to engage with ELSA (Emotional Literacy Support Assistant) training and receive ongoing supervision through the educational psychology service. This intervention has been successful for pupils who have received this support both in KS1 and within upper KS2. Behavioural incidents for KS2 pupils had declined for these pupils as they have begun to use strategies to regulate their behaviour but for those within KS1 and some KS2 pupils with more complex needs, ongoing support continues from both internal and external services. Continued effective liaison with professionals by the SENCO resulted in positive outcomes for pupils with specific needs through statutory assessments with recipients receiving funding, with some including that of Educational Healthcare Plans.

Increased opportunities for educational visits remained a focus this academic year. The Y6 residential visit to Standon Bowers took place in the Autumn term and visits to provide first hand experiences as well as enhancing the wider curriculum included places such as Tamworth Castle, The National Space Centre, Twycross Zoo and Young Voices. Additionally, links with the local theatre and high schools resumed with pupils across KS2 visiting for sports events, science knowledge and understanding as well as the opportunity to experience live music and drama. However, providing further opportunities to build on each child's culture capital remains a key focus within the upcoming strategy for 2023.

Our attendance percentages for our pupil premium pupils demonstrate that they have attended school more regularly than our non-pupil premium pupils. Equally, the statistics for primary settings from the DfE reinforce that our most disadvantaged pupils attend more regularly than the National percentages released for free school meal eligible pupils. This is a positive starting point for improving attendance across the school which has been developed through the commissioning of an external attendance consultant who rigorously supports and challenges the attendance team and staff at Longford to challenge parents regarding attendance as well as staff developing a curriculum where pupils are motivated to learn and eager to come into school. Attendance will continue to be a key priority here at Longford which is also recognised as a national issue also.

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
NTS assessments	Rising stars/Hodder
ELSA	
WellComm	GL Assessment



Little Wandle Phonics	Little Wandle Letters & Sounds
Communicating with Confidence, Staged Pathway, Early Communication Screening & Time to Talk	Janet Cooper with Midlands Partnership Foundation Trust via Staffordshire County Council
White Rose Maths	White Rose
Mastering Number	NCTEM
Pathways to Spell	The Literacy Company
Pathways to Progress	The Literacy Company

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We spend our Service pupil premium funding as an integral part of our wider pupil premium allocation. We have two siblings who qualify, and they are permanently resident in our school locality with no additional support needed to help them adjust to moves around the country.
What was the impact of that spending on service pupil premium eligible pupils?	See above

## Further information (optional)

A pupil premium review was commissioned in 2019 to gain an external perspective and support for developing an effective pupil premium strategy.

The pupil premium strategy continues to be embedded within our school development plan, and the stronger emphasis we have put on high quality teaching through high expectations, feedback, oracy and language, phonics and early reading is based on evidence-based strategies, highlighted by the EEF and other research.

The pandemic had afforded time to engage with online CPD, reports, studies and research to develop a strategic approach based on diagnostic assessments and knowledge of our school community. We have been able to forge stronger relationships with parents and carers as a result of remote learning. Since the end of the pandemic and the return to school, we have been focusing on moving children's learning forward whilst also addressing any gaps from missed learning.

We have continued to use the EEF's implementation guidance to set out our plans, and put in place a robust evaluation framework for the duration of our three- year approach. This continues to help us to make adjustments and quality improvement to secure better outcomes for pupils over time.