Pupil premium strategy statement – Longford 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2023-2026 (Year 1 of 3)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	L Lawrence: Principal
Pupil premium lead	H Wareham: Vice Principal
Governor / Trustee lead	K.Challinor: Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,050
Recovery premium funding allocation this academic year	£16, 820
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£176, 870

Part A: Pupil premium strategy plan

Statement of intent

At Longford, our intention is that all pupils, irrespective of their background or the challenges they face, achieve the very best that they are capable of during their time with us. By achieving this, we will enable our children to become independent, forward thinking and confident learners who are adaptable to modern advances with the ability to shape their own futures.

As a school with a growing number of disadvantaged pupils, not neccessairly recognised within our pupil premium percentage, the focus of our strategy plan is to ensure we achieve that goal. High- quality teaching and strategies are at the forefront of our approach, with a key focus on areas where our disadvantaged pupils require the most support and have the biggest barriers to learning. This is fully underpinned by evidence informed research that proves this has the greatest impact on closing the disadvantage attainment gap whilst simultaneously improving the progress and attainment of our non-disadvantaged pupils.

We recognise that our vulnerable pupils face daily challenges impacting on their learning such as attendance, language deficits, poor social and emotional skills, a lack of opportunity and culture capital and for some, complex special educational needs. The activities we have outlined within our tiered approach is also intended to support their needs, irrespective as to whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, complementing each other to help pupils excel. To ensure they are effective we will:

- Use diagnostic assessments and accurate use of assessment for learning 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.

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</td></tr>
<tr><td>2</td><td>The Reception Baseline data over the past 2 years demonstartes that pupil’s entering school start behind national expectations across the areas of learning and development, including those pupils from disadvantaged backgrounds.
<table>
<tr><td></td><td>PP on track from entry</td><td>Non PP on track from entry</td></tr>
<tr><td>2022</td><td>3/12 (25%)</td><td>4/20 (20%)</td></tr>
<tr><td>2023</td><td>5/15 (36%)</td><td>7/24 (29%)</td></tr>
</table></td></tr>
<tr><td>3</td><td>Assessments show that there is a performance gap in reading, writing and maths
2023 assessment data:
<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 2023</td><td>Non PP (National)</td><td>School PP 2023</td><td>Non PP (National)</td><td>School PP 2023</td><td>Non PP (National)</td></tr>
<tr><td>ELGs</td><td>63.6%</td><td>76.2%</td><td>54.5%</td><td>71%</td><td>72.7%</td><td>78.9%</td></tr>
<tr><td>KS1 EXS+</td><td>53.3%</td><td>68%</td><td>40%</td><td>60%</td><td>73.3%</td><td>70%</td></tr>
<tr><td>KS2 EXS+</td><td>54.2%</td><td>73%</td><td>41.7%</td><td>71%</td><td>50%</td><td>73%</td></tr>
</table>
<u>2022/23 DfE Reported Disadvantaged Gap Index: 3.21</u></td></tr>
</table>

<table>
<tr><td>4</td><td>Some disadvantaged pupils achieve less well in the Year 1 phonics screening check, impacting on their development as readers.
<table>
<tr><td></td><td>Disadvantaged</td><td>National Disadvantaged</td><td>National</td></tr>
<tr><td>June 2022</td><td>69%</td><td>62%</td><td>75%</td></tr>
<tr><td>June 2023</td><td>67% (10/15)
(4/5 SEND & 1 EAL)</td><td>67%</td><td>79%</td></tr>
</table></td></tr>
<tr><td>5</td><td>Observations and professional discussions indicate that many lower attaining disadvantaged pupils lack metacognition/ self regulation strategies when faced with challenging tasks.</td></tr>
<tr><td>6</td><td>Analysis indicates a lack of engagement with wider curriculum opportunities and experiences for culture capital.</td></tr>
<tr><td>7</td><td>The ongoing impact of the Covid-19 pandemic and partial school closures continue to have disproportionate effect on many disadvantaged pupils compared to their peers including social and emotional issues. This is evident with increased referrals for additional internal pastoral support and external support.

Teacher referrals for support remain relatively high. 52 SEND pupils (23 of whom are disadvantaged) currently require additional support with 11 pupils needing specific support linked to communication and interaction and/or social and emotional needs</td></tr>
<tr><td>8</td><td>Professional discussions with pupils and staff indicate that parental engagement and support acts as a key barrier to the attainment of our disadvantaged pupils in particular.</td></tr>
<tr><td>9</td><td>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 91%–93%. Although there has been improved attendance including persistent absence for the disadvantaged group throughout 2022-2023, ongoing support to sustain better punctuality and attendance remains.</td></tr>
</table>

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 oral language skills and vocabulary for all, including those that are disadvantaged.	• Internal assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupil premium children participate in a wide range of enrichement activities offered outside of the classroom	• PP pupils have barriers removed to support the development of skills/ opportunities for trips/ visits essential for the curriculum. • PP pupils' experiences are broadened to improve background knowledge to support attainment and progress through first hand experiences. • Tracking of extra-curricular activities/trips and visits demonstrate the engagement of the disadvantaged group.
High quality teaching in all classrooms, taking into account the principles of effective classroom practice.	• Pupils are provided with quality experiences within lessons in order to make at least good progress for all. • Pupils are explicitly taught and demonstrate metacognitive strategies, including how to plan, monitor and evaluate their learning. • Appropriate levels of challenge to develop pupils' self regulation and metacognition are evident across all learning. • Pupils can organise and effectively manage their learning independently. • Triangulated data through assessment, discussions and observations indicate that disadvantaged pupil's are motivated to learn by demonstrating they more able to monitor and self regulate their own learning. Progress is evident from their individual starting points and the gap is narrowed between pupil premium pupils and non-pupil premium pupils.
	• The teaching of early reading is of a consistently high quality (whole class lessons and interventions) • ELGs for Word Reading & Comprehension are in line with national %s • 100% of pupils achieving a Good Level of Development will pass the Y1 PSC • Disadvantaged pupils taking the Y1 PSC pass %s are at least in line with national disadvantage %s • Gaps reduced for attainment within the PSC between Pupil Premium and non-pupil premium pupils • A reduced number of pupils within KS2 require phonics teaching

	• Triangulated data through internal and external observations, internal data tracking and observations demonstrate good progress of the disadvantaged group.
Improve reading attainment among disadvantaged pupils.	• ELG/GLD data comparisons against national %s • KS2 attainment data comparisons against national %s – within 5% • ASP progress scores with KS2 outcomes to be Average or better • Gaps reduced for attainment between Pupil Premium and non-pupil premium pupils- within 5%
Improve writing attainment among disadvantaged pupils	• ELG/GLD data comparisons against national %s • KS2 attainment data comparisons against national %s – within 5% • ASP progress scores with KS2 outcomes to be Average or better • Gaps reduced for attainment between Pupil Premium and non-pupil premium pupils- within 5%
Improve maths attainment among disadvantaged pupils	• ELG/GLD data comparisons against national %s • KS2 attainment data comparisons against national %s – within 5% • ASP progress scores with KS2 outcomes to be Average or better • Gaps reduced for attainment between Pupil Premium and non-pupil premium pupils- within 5%
Improve Social and Emotional Learning among disadvantaged pupils.	• Pupils understand and manage their emotions • Pupils can set and achieve positive goals. • Pupils can feel and show empathy for others • Positive relationships are established and maintained with both adults and peers. • Pupils can make responsible decisions • Observations, discussion with pupils, staff and parents as well as behaviour monitoring demonstrates improved behaviour and attitudes to learning among disadvantaged pupils.
Sustain and improve (where appropriate) attendance figures for children within the disadvantaged group.	• Attendance of Pupil Premium pupils are to be in line or above national averages. • Early identification is effective in identifying families and/or pupils that need support. • Rigorous systems and processes are maintained by all stakeholders to hold parents to account.
Engage parents as partners in their child's learning.	• Increased parental engagement of disadvantaged pupils with academic and non-academic events such as year group performance, subject workshops, year group updates, parent consultation meetings, Come and Create etc. • Parents support pupils in continuing learning outside the classroom – through homework and extra-curricular activities and trips. • Engagement evident on the school website and social media applications such as Class Dojo. • Positive parent feedback through Microsoft Forms and Ofsted parent survey.

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: **£100,192.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Continued training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	3,
Narrow attainment gap and accelerate progress across the curriculum through High Quality Teaching approaches in order to provide teachers and other staff the capacity, expertise, professional development and knowledge to meet pupil needs.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. The Great Teaching Toolkit HQT EEF	2, 3, 5
Narrow attainment gap and accelerate progress across the curriculum by improving social and learning behaviours through the provision of an appropriate, tailored, enriching and engaging curriculum, including: • The explicit teaching of metacognition and self-regulation strategies • SLT engagement with the Thinking Classrooms Pilot • Development of the use of technology to support learning within the classroom	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. EEF research shows that up to 7 months additional progress can be made	2, 3, 5, 7

Develop high quality spoken language and oracy curriculum	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. In order to develop higher order thinking and articulacy, pupils need to be able to reason, discuss, argue and explain rather than merely respond. (EEF)	1, 2, 3
Embed 'Little Wandle Letters & Sounds' ensuring consistency and fidelity to the programme. This will include: ongoing professional development, instructional coaching, rigorous assessment and intervention cycles, teacher release time working with both internal and external experts and full engagement with the Little Sutton English Hub.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF The Reading Framework	2, 3, 4
Develop children's reading fluency to be able to read for comprehension. • Providing pupils with the knowedlge they need for comprehension. • Ensuring that pupils read a lot. • Supported by increasingly challenging texts.	Research states that it is only when children are fluent readers that they can free up their working memory in order to think about the understanding and making sense of the written word (especially in the early stages of reading.) The Reading Framework The Art & Science of Reading by Christopher Such Simple View of Reading by Gough and Tumnar	1, 2, 3
Review the current writing curriculum provision ensuring that it meets all pupil needs by demonstrating clear progression from children's starting points.	The overarching aim of the English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language... It is essential that pupils progress appropriately through the subject and to ensure a firm foundation in linguistics, rich knowledge of language with developed fluency in decoding and encoding whilst being emersed in high quality stories and texts to provide rich oral language composition opportunities. LSEH English Review with K Godfrey EEF Improving Literacy in KS1 EEF_Improving Literacy in KS2	1, 2, 3

Continue to improve basic maths skills & reasoning through high quality teaching and an approach based on mastery: • makes use of mathematical representations that expose the underlying structure of the mathematics; • 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; • blends whole class discussion and precise questioning with intelligent practice and, where necessary, individual support; • uses effective concrete and pictorial resources. • Implement Maths Mastery into Key Stage 2 and embed this within Reception and KS1.	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. EEF Early Maths & KS1 EEF: KS2 & KS3 EEF Mastery learning	2, 3

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

Budgeted cost: **£57,315.10**

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. (EEF)	2, 3 & 4
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. EEF	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. (EEF)	1 & 2

Pre-teach and assigning competence NTS & PIRA 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. (EEF)	3
Improve social and emotional learning behaviours through the provision of an appropriate, tailored, enriching & engaging curriculum: • Identification of pupils with needs through ongoing behaviour monitoring • Provision of Nurture, SEND & SEL programmes based on needs. • Strategies to support needs are supported back into the class-room	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. (EEF)	2, 3 , 4, 5 & 7

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

Budgeted cost: £19,362.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pupil's resilience and emotional intelligence: • Embed the school's behaviour policy & use of micro-scripts. • Create & devise SEL milestones- using these to support and target pupil and family needs. • Ongoing development of ELSA programme targeting identified needs of pupils. • Ongoing Family Support and Nurture Officer	There is extensive research associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement… Efforts to promote SEL may be especially important for children from disadvantaged backgrounds who on average have weaker SEL skills at all ages than their better off peers. Average impact of four months' additional progress EEF SEL Report	5, 7, 8 & 9
Engage parents as partners in their child's development by strengthening relationships between pupils, their families, school life and learning. • Establish programme of events to encourage & involve parents (curricular & non-curricular) such as open afternoons,	Parental engagement can have significant gains on children's learning and development. By exploring effective communications and developing positive dialogues about children's learning through personalised approaches can promote positive interactions. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to	5, 6 & 8

workshops, coffee mornings & celebrations of children's achievements. • Half termly class overviews highlighting dates, key learning and information to be shared with parents – online & paper. • Use digital technology through the use of social media platforms and the school website.	mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. EEF Parental Engagement	
Ring fenced funding to support the attendance of learning opportunities such as residential visits and other educational visits and trips.	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)	5, 6 & 7
Continued commissioned support form an attendance consultant (TG) to embed school policy and practice. Monthly visits from TG to monitor attendance and support attendance officer with school actions and statutory actions and requirements. TG to provide ongoing remote support and relevant CPD for attendance officer throughout the academic year.	Whole school persistent absence continues to be a primary focus with the additional of whole school figures not yet inline with National Average. Children need to attend school regularly in order to access teaching firstly and may 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.	9
Provide pupils with a healthy 'grab and go' breakfast.	There has been a significant increase in pupils arriving into school without breakfast in a morning. This has been reported by parents and/or pupils themselves. Research illustrates that there are multiple benefits from having a regular breakfast linked to health, wellness and school performance. Healthy Children Breakfast for Learning	5 & 8
Contingency fund for acute issues.	Resources set aside for needs not yet idenitified. Our experience tells us this is important in order to be responsive.	All

Total budgeted cost: £176,870

Part B: Review of the previous academic year – 2022/23

Outcomes for disadvantaged pupils

Please see the 2022-2023 year 3 review on the previous strategy.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity