

# Pupil premium strategy statement – Longden CE Primary School and Nursery

This statement details our school's use of pupil 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   | 124                        |
| Proportion (%) of pupil premium eligible pupils  | 4.8%                       |
| 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> | 2024-2026                  |
| Date this statement was published  | October 2025               |
| Date on which it will be reviewed  | October 2026               |
| Statement authorised by  | Sally Johnson              |
| Pupil premium lead   | Sally Johnson              |
| Governor/s   | Rebekah Hilton/Lisa Davies |

## Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year  | £11790 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>  | £0     |
| <b>Total budget for this academic year</b>   | £11790 |
| <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> |        |

# Part A: Pupil premium strategy plan

## Statement of intent

At Longden School we want to make sure that all our children make good progress and achieve well in all areas of the curriculum. We want each child, irrespective of their background or the challenges they may face, to be supported and achieve high standards in all subjects. We use our pupil premium funding to support disadvantaged children to meet these goals, including those who are already achieving above age-related expectations.

When supporting these children, we think carefully about the challenges each child may have and our knowledge of individual children helps us to ensure their needs are met. We use pupil premium funding to support these needs regardless of whether they are disadvantaged or not.

We put high quality teaching at the centre of our support, ensuring that our disadvantaged children receive the support they need. By supporting these children alongside their peers, this will make a huge difference to their attainment and also improve attainment for all children in the class.

We make sure that our disadvantaged children are challenged; we put interventions and support in place as soon as their individual need is identified, and all staff share responsibility for ensuring that children achieve well.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Some of our disadvantaged children start school in Reception with below average spoken vocabulary and poorer executive function skills (working memory, task switching and task focus).</p> <p>Some of our disadvantaged children join us mid-year in different year groups and we have identified their individual needs, which include support in basic numeracy and literacy skills.</p> |
| 2                | Financial or logistical access to the full range of opportunities for disadvantaged children in our school   |
| 3                | Access to broader cultural experiences of some of our disadvantaged pupils.  |
| 4                | Additional academic support is not always available to some of our disadvantaged pupils outside of the school. In addition, some of our children   |

|  |  |
|--|--|
|  | benefit from high quality emotional health and wellbeing support alongside academic support. |
|--|--|

## 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  |
|---|---|
| To identify disadvantaged children with below average phonic, number and spoken skills and poorer executive function, and to provide interventions in order to raise attainment/skills in these areas | Identified children will demonstrate an improved spoken vocabulary and executive function skills.<br>Identified child(ren) will demonstrate increase in phonic knowledge and apply this to reading.<br>Children will make better progress in mathematics.       |
| To ensure that disadvantaged pupils have equal opportunities to all pupils to access to the full range of opportunities in our school   | All children will access curriculum enrichment activities. Free places on sports clubs, after-school clubs, class/school visits, curriculum swimming and experiences.   |
| To provide access to those activities in the arts, sports or culture that are likely to broaden knowledge and heighten aspirations for subsequent stages of learning.                                 | All children will have access to and participate in arts, sports and culture activities. Free music tuition made available. Free places on whole school visits, class educational visits, residential visits.   |
| To ensure that additional academic support needs are met in basic skills for those disadvantaged children who would benefit from it.  | Provide support for eligible pupils who are achieving less well than their peers or who are at risk of failing to make expected progress e.g. 1:1 phonics catch up, Fresh Start Literacy, Rapid Maths. In class support provided when necessary and appropriate |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5070

| Activity                  | Evidence that supports this approach  | Challenge number(s) addressed |
|---------------------------|---|-------------------------------|
| Release time for teachers | Teaching staff are able to access CPD and use this to review the curriculum for individual subjects, ensuring that the breadth of objectives meets the needs of all children. Teachers can identify the starting points of individuals and of cohorts, and ensure that next steps and outcomes are clearly identified for pupils. | 1.2.3.4.                      |
|                           |   |                               |

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

Budgeted cost: £4842

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1:1 support   | Children have worked 1:1 in focus areas such as phonics and reading in order to raise attainment and progress.  | 1.4.                          |
| Small group support   | Children have worked in small groups to receive interventions in a timely and targeted manner. This has allowed them to close gaps in knowledge and understanding and therefore access the curriculum more appropriately. | 1.4.                          |
| Free places at afterschool clubs and care.                        | This has supported children and families with opportunities of extracurricular activities and to access support for families.   | 3.                            |
| Cost of visits, trips and residential visits, curriculum swimming | By supporting families with these costs, children have not been excluded from any opportunities available to them.  | 2.3.                          |
| Music tuition   | By supporting families with these costs, children have not been excluded from any opportunities available to them.  | 2.                            |

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

Budgeted cost: £1878

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Emotional and Mental Health wellbeing and support | <p>Dedicated Support Staff training and timetabled sessions for children has led to increased wellbeing for pupils. The children have developed resilience, strategies for managing feelings and engaging fully across the curriculum and the school day. Children have been able to express worries and concerns and then receive the most appropriate support and guidance from staff to meet their needs in order for them to access the curriculum.</p> | 4.                            |
|   |   |                               |

**Total budgeted cost: £ 11790**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The number of children who took part in targeted support, either academic, emotional health and wellbeing or enriched curriculum based, shows that all children were supported through the different strategies put in place to address the challenges faced. The planned activity during 2024-2025 showed that all children in receipt of pupil premium funding were able to participate fully in the curriculum and for staff to ensure that their specific challenges and needs were identified early, and support put in place in a timely and effective manner. There is a greater uptake of extra-curricular activities from disadvantaged students across all year groups than before. Staff working with the children report positive impacts on the children's basic skills as well as participation and engagement across the school day because of the support they were able to receive because of this funding.

### Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

N/A

**The impact of that spending on service pupil premium eligible pupils**