

Pupil premium strategy statement 2022- 2023

Longden CE Primary School and Nursery

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	132 + 38 Nursery
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	31.1.23
Date on which it will be reviewed	1.9.23
Statement authorised by	Sally Johnson
Pupil premium lead	Sally Johnson
Governor / Trustee lead	Nicky Heathorn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20065.00
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years.	£0
Total budget for this academic year	£22065.00

Part A: Pupil premium strategy plan

Statement of intent

At Longden School we want to make sure that all of 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 improve attainment for all children in the class.

Education recovery after the pandemic has utilised the skills of our staff to deliver the National Tutoring Programme for all children in our school whose learning has been impacted by COVID-19.

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	Some of our disadvantaged children start school with below average spoken vocabulary and poorer executive function skills (working memory, task switching and task focus)
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 spoken skills and poorer executive function and provide interventions in order to raise attainment/skills in these areas.	Identified children will demonstrate an improved spoken vocabulary and executive function skills.
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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Targeted academic support

Budgeted cost: £8700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	£2000	1

1:1 support	£500	1
Free places at after-school clubs and care.	£500	2
Cost of visits, trips and residential visits, curriculum swimming	£2500 (residential) £2000 (visits and trips) expected	2
Catch up programmes	£4750	1
Music tuition	£1000	2
Sports clubs	£1000	2
Sport provision	£4413	2
Nursery sessions	£500	1

Wider strategies

Budgeted cost: £ 4902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional and Mental Health wellbeing and support	Dedicated Support Staff training and timetables sessions for children.	4

Total budgeted cost: £ 22065.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of information on the number of children who took part in targeted support, either academic, emotional health and wellbeing or enriched curriculum based, shows that all of the children were supported through the different strategies put in place to address the challenges faced. The planned activity during 2021-2022 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.

Staff working with the children report positive impacts on the children's basic skills as well as participation and engagement across the school day as a result of the support they were able to receive because of this funding.

There is a greater uptake of extra-curricular activities from disadvantaged students across all year groups than before.

Externally provided programmes

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

Programme	Provider
Education psychologist support	Shropshire Council