

Pupil premium strategy statement - Longden CE Primary School and Nursery 2023-2024

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	127 + 24 nursery
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	19.7.24
Date on which it will be reviewed	20.7.25
Statement authorised by	Sally Johnson
Pupil premium lead	Sally Johnson
Governor / Trustee lead	Jacinta Walton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,005
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£27,035

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 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Release time for teachers</i>	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: £12,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	Children have worked in small groups with trained staff 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
1:1 support	Children have worked 1:1 in focus areas such as reading in order to raise attainment and progress.	1,4
Free places at after-school clubs and care.	This has supported children and families with opportunities of extra-curricular 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

Sports clubs	By supporting families with these costs, children have not been excluded from any opportunities available to them.	2,3
Nursery sessions	By supporting families with these costs, children have not been excluded from any opportunities available to them. This has also meant that children who would benefit from additional sessions to develop oracy and language and communication skills have been able to continue being supported by staff more frequently.	1,2,4

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

Budgeted cost: £8,990

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 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.	4

Total budgeted cost: £27,035

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 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 because 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

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***

This has been spent on the teaching of the pupil. She was home educated for a term, and the class teacher liaised with the family to ensure that the pupil was following a parallel/similar curriculum to their class for this period.

Some of this money was also allocated to pastoral support once she returned to school, to ensure that any teaching and intervention needs were identified and addressed as soon as possible.

The impact of that spending on service pupil premium eligible pupils

The pupil has returned to the class with minimal impact on learning. Any interventions have ensured that these needs were identified and met on return so that they continue to make good progress in reading, writing and maths.