

Pupil premium strategy statement - Longden CE Primary School and Nursery – October 2026.

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	107 plus 13 in nursery
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	1.10.26
Date on which it will be reviewed	1.10.27
Statement authorised by	Sally Johnson, Headteacher
Pupil premium lead	Sally Johnson, Headteacher
Governor lead	Rebekah Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2026-2027)	£13,584.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£13,584.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, who are at risk of experiencing physical or emotional harm, potential or seen disengagement from school due to specific personal needs/situation(s), or due to social, health, or family circumstances. The activity we have outlined in this statement is intended to support their needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through support / tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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
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1	Assessments, observations, and discussions with pupils indicate some underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. This is evident in specific individuals from Reception through to KS2 and in general, this may be more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class, evidence shows that our disadvantaged pupils arrive slightly below age-related expectations compared to those pupils who are not disadvantaged. This gap narrows to the end of KS2 but early intervention will ensure more rapid progress.
3	Internal assessments indicate that mathematics attainment among disadvantaged pupils is sometimes below that of non-disadvantaged pupils. On entry to Reception class, evidence shows that our disadvantaged pupils arrive slightly below age-related expectations compared to those pupils who are not disadvantaged. This gap narrows to the end of KS2 but early intervention will ensure more rapid progress.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to: Anxiety and Depression: Underlying mental health conditions, sometimes resulting in Emotionally-Based School Avoidance (EBSA), where distress makes attending school extremely difficult. Low Self-Esteem: A poor self-image as a learner or a person, often leading to "masking" (hiding true feelings or exhaustion to fit in). Teacher referrals for support remain where appropriate, with some disadvantaged pupils across the school currently requiring additional support with their social and emotional needs, and receiving individual and/or small group interventions.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been below that for non-disadvantaged pupils. Disadvantaged pupils have been 'persistently absent' much less in the last 12 months, comparing in line with average when compared to their peers during that period. Our assessments and observations indicate that absenteeism may negatively impact some disadvantaged pupils' progress.

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 among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	Due to very small numbers of disadvantaged children in our school, it is not always possible to compare national tests KS2 reading outcomes for disadvantaged pupils to compare with those who are not disadvantaged in terms of % who met the expected standard. However we know our children well, and can identify and support individual children who are disadvantaged to ensure that reading attainment is improved on an individual need basis.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 0% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being 0% The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £5433.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. SEL needs supported by our pastoral team both in the classroom and through bespoke support for individual/groups of children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	4
Implementation of targeted interventions for Year 2 and Year 3 pupils, using materials linked to Twinkl Phonics, our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils who did not meet the standard during their Year 1 Phonics Screening Check, and early intervention for those pupils in Year 1 who may not meet this	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	2

in the current academic year.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2716.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with class teachers.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2

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

Budgeted cost: £5433.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

<u>together to improve school attendance.</u> This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.		

Total budgeted cost: £13,584.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that *[school would provide an overview of conclusions drawn from this analysis, including reference to school performance measures data, once published]*.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that *[school would provide an overview of conclusions drawn from this analysis]*.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that *[school would provide an overview of conclusions drawn from this analysis]*.

Based on all the information above, the performance of our disadvantaged pupils *[exceeded/met/did not meet]* expectations, and we are at present *[on course/not on course]* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that *[school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year]*.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes

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)

How our service pupil premium allocation was spent last academic year
Support has been provided in order to meet the emotional needs of service children and their families. Support programmes have been developed to ensure a smooth transition into school from home, from class to class, and to address service children's learning gaps. Communication with deployed parents has been supported through communication APPS.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant for Primary Inclusion](#) to employ dedicated staff to support children's social, emotional and mental health needs. Staff focus on individual needs identified through an assessment tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Utilising a student Masters Degree Art Therapy student to provide and opportunity and outlet for children to express themselves and receive support for their social, emotional and mental health needs.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected

We looked at evidence from different sources of data including assessments, engagement in class book scrutiny, and conversations with children and teachers, in order to identify the challenges faced by disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.