

PUPIL PREMIUM STRATEGY STATEMENT 2024/25

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It is part of our 2022-2025 3 year plan.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Long Mead Community Primary School
Number of pupils in school (Reception to 6)	111
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	September 2022, September 2023,
Date on which it will be reviewed	September 2024
Statement authorised by	Long Mead Community Primary School Governing Body
Pupil premium lead	Karen Follows
Governor / Trustee lead	Jane Prideaux

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,423
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 87,423

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for disadvantaged pupils are:

- Ensure that the curriculum, teaching and learning opportunities are inclusive and meet the needs of all of our children, especially those who are disadvantaged
- Ensure that appropriate academic and pastoral provision, intervention and support is in place for disadvantaged children in order that they can be kept safe and be successful
- Aim to address the alerts (such as low literacy skills, poor historic attendance, low cultural awareness and inconsistent parental engagement / aspirations). These are significant barriers to their future success of many of our disadvantaged learners.

Our plan seeks to address these issues by using pupil premium funding to:

- Train and support staff in the use of the **Pillars of Excellence**. These principles of teaching and learning, based on Rosenshine's Principles, provide a framework for the consistent delivery of the curriculum. Pupil premium funding supports training to improve their Pillars of Excellence practice.

- Train and support staff in the implementation quality first teaching throughout the school. There are four main areas identified by the EEF for great teaching which also particularly support disadvantaged learners. Funding also supports any resources that staff may require to implement this offer.
- Provide a **broad and balanced curriculum** by providing both an academic and more vocationally based curriculum pathways we offer to ensure we can meet the needs and aspirations of our disadvantaged learners.
- Where disadvantaged learners are identified as not making academic good progress, small group and one to one tuition is provided either through our school-based **interventions**. This is mostly focused on ensuring disadvantaged learners achieve well in Maths and English.
- Where disadvantaged learners are supported with their social, emotional or mental wellbeing using the **Launchpad and other interventions**. This involves whole school input (through PSHE) alongside small group or one to one pastoral packages provided through additional staffing provided through pupil premium funding, including a dedicated well-being support assistant.
- Since Covid-19, the number of concerns raised about the safeguarding of our disadvantaged pupils has risen. To respond to this, the school will provide **support packages** to help keep our disadvantaged pupils safe and healthy. This could include the use of breakfast club, regular parent/carer meetings and support, minibuses and support with uniform. A Family Liaison Officer has dedicated time to support our most disadvantaged families.
- Where disadvantaged students are identified with low literacy, numeracy and social skills that will hamper their ability to make good progress, whole class interventions and small group / one to one support is provided through our school based **interventions**. Disadvantaged students are also encouraged to read widely and often through the provision of a well-resourced Library. The Library and computer suite are also open for disadvantaged families to access with support from the Family Liaison Officer.
- Where disadvantaged students are identified with low attendance that will hamper their ability to make good progress, **Attendance Support** is put in place using additional staffing funded through the pupil premium grant – breakfast club, use of the minibus, support meetings, soft starts with the Wellbeing LSA.
- Where disadvantaged students have low skills and aspirations that will hamper their ability to make good progress, **interests, skills and hobbies** will be explored. These will either be delivered to whole cohorts (through the PSHE curriculum) or through small group or one to one packages.
- Raise the cultural awareness of disadvantaged pupils through the development **whole school assemblies, themed days, RE/PSHE and other areas of the curriculum**. These will either be delivered to whole cohorts (through the broad and balanced curriculum) or through funded smaller group activities.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – Although attendance has improved in 23-24, the gap between disadvantaged and non-disadvantaged was 2.1%. Around 25% of our pupil premium pupils had low attendance last year. Therefore, patterns of poor attendance have become established and challenging to overcome. This has increased since Covid-19.
2	Basic Skills –around 89% of our disadvantaged pupils are below age-related expectations in reading, writing and maths when they arrive at the school (based on their prior learning) compared to 40% of non-disadvantaged pupils. At the end of 23/24, 54% of disadvantaged children were working below age-related expectations. This causes a significant difficulty for a large proportion of our disadvantaged learners to access the curriculum.
3	Aspirations – Many of our disadvantaged students (and their parents) have historic low aspirations for their success. They have little access to experiences outside of the locality that they live in.
4	Cultural awareness – Disadvantaged learners do not have the same breadth of cultural experiences that some of our other learners do. The school has a critical role in providing these opportunities.
5	Emotional wellbeing – a number of social and emotional issues have been identified for many pupils, including those disadvantaged. Levels of support remain high. 20 pupils (50% of whom are disadvantaged) currently require regular(daily or more than 3 times per week) additional support with social and emotional needs.

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
Attendance of disadvantaged pupils improves relative non disadvantaged.	To sustain the improvement in attendance by: <ul style="list-style-type: none"> the attendance of disadvantaged pupils to within 2% of non disadvantaged pupils. The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils to be within 2% of non-disadvantage.
Improve the literacy and numeracy skills of our disadvantaged pupils so a greater proportion achieve expected or at the end of KS2.	Year 6 (2024/5) – 57% of disadvantaged pupils achieve expected in RWM combined (based on the current school expected outcome).

<p>A wide range of cultural experiences are provided to disadvantaged learners.</p>	<p>To ensure all children attend at least three trips per year, as well as competitions and activities that take place both in school and out. To discuss with all disadvantaged pupils what their aspirations, skills, hobbies and interests are and look at promoting these further.</p>
<p>To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils.</p>	<p>Sustain improving levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • A reduction in behaviour incidents • An increase in participation in enrichment activities, particularly among disadvantaged pupils.

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

Budgeted cost: £33623

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that quality first teaching is in place consistently across all curriculum areas to specifically support disadvantaged learners within the classroom.</p> <p>Coaching for staff to ensure that quality teaching is in place across the school.</p>	<p>The Education Endowment Foundation (EEF) Great Teaching Toolkit evidences that teachers make the most difference to the learning taking place.</p>	<p>1, 2</p>
<p>Continue to develop both feedback and adapted learning across the whole school as part of our Pillars of Excellence teaching framework.</p>	<p>Both strategies are recommended by the Education Endowment Foundation (EEF) as providing positive gains in learning</p>	<p>2</p>
<p>Support the English Lead with the continued implementation of a revised curriculum to develop reading and writing skills. (new schemes for Writing and Reading):</p> <ul style="list-style-type: none"> • Work alongside the English Hub and Kent advisors to improve and develop reading and writing across the school. • Provision of a School Library and computing room to ensure disadvantaged pupils have access to 'reading for pleasure' homework/revision and families have access to this as well. • Support the Maths department with the continued implementation of the mastery curriculum. • Fund release time for training for the English Lead to continue to support her in monitoring and improving 	<p>The National Literacy Trust states that Overall, children and young people who used the school library had better levels of reading enjoyment, reading for pleasure, reading confidence, writing for pleasure, writing confidence, and reading attainment than those who did not. They also tended to read and write a greater variety of material relative to non-library users.</p> <p>The Education Endowment Foundation recently ran a project investigating the effectiveness of Mathematics Mastery, which found that it had a positive impact of +0.06 in secondary maths.</p> <p>The EEF state homework has a positive impact on average (+ 3 months), in primary schools – this includes collaborative working, reading, maths and science, as well as the use digital technology.</p>	<p>2</p>

<p>English outcomes across the school and to embed key elements of guidance within the school</p> <ul style="list-style-type: none"> • Fund release time for the current and new Maths lead to continue to support Maths and embed guidance. • Purchase a new spelling scheme. • Purchase of standardised diagnostic assessments for writing. Training for staff to ensure assessments are interpreted and administered correctly. 	<p>Some pupils may not have a quiet space for home learning or access to technology or collaborative learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups (Diagnostic assessment – EEF)</p>	
<p>Improve the quality of social and emotional learning.</p> <ul style="list-style-type: none"> • SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff • Release time will be given to provide Mindfulness sessions across the school and refresher training for staff. • New Wellbeing LSA will support and carry out interventions. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg. Improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Improving Social and Emotional Learning in Primary Schools, EEF</p>	<p>1, 2. 3. 5</p>

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Small group / one to one tutoring to support improve reading across KS1 using daily phonics interventions and KS2 using Lightning Squad intervention programme. 	<p>Research by the EEF supports the impact of small group and one to one tutoring.</p> <p>The EEF results found signs of promise for both the targeted and universal interventions using reciprocal reading on outcomes for children eligible for Free School Meals. They also found reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p><i>The EEF state that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p>	2
<ul style="list-style-type: none"> Small group / one to one tutoring to support Maths and writing development, especially focusing on those who were meeting standards at the end of KS1 and year 5 but are no longer doing so. Training for staff and tutors is essential for success. It is crucial to allocate sufficient time to train both staff and tutors, to ensure training provides structure to the tutoring, and to identify and implement improvements as the programme progresses. Intensive blocks with regular sessions will be used to achieve maximum impact for both tutors and tutees (at least 15 hours per learner). 	<p>Evidence from the EEF:</p> <p>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p>	2
<ul style="list-style-type: none"> Provide additional small group support through the Launchpad to ensure vulnerable pupils, or those at risk of exclusion, are provided with small group 	<p>See above</p>	2, 3, 5

intervention to support them across a range of subjects.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Maintain additional staffing within the attendance team to focus on specific students. • Develop a system of support packages (intensive blocks with regular sessions will be used to achieve maximum impact) with specific timed interventions aimed at bringing about improvement including: <ol style="list-style-type: none"> 1. Deliver intervention in a targeted way, in response to data or intelligence. 2. Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality and benchmarking). 3. Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance. 4. Create action plans in partnership with families and other agencies that may be supporting families, for example, children’s social care and early help services. Commission or deliver interventions to improve attendance. 	<p>“Working together to improve school attendance: Guidance for maintained schools, academies, independent schools, and local authorities” May 2022</p> <p>Nudge theory was named and popularised by the 2008 book, 'Nudge: Improving Decisions About Health, Wealth, and Happiness', written by American academics Richard H Thaler and Cass R Sunstein. The book is based strongly on the Nobel prize-winning work of the Israeli-American psychologists Daniel Kahneman and Amos Tversky.</p> <p>The EEF state that <i>parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p>	<p>1, 3, 4</p>

<p>5. Monitor the impact of any intervention, making adjustments if necessary and using findings to inform future strategy.</p> <p>6. Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention.</p> <ul style="list-style-type: none"> • Continue regular communication with parents as to their child’s current attendance and its impact on their learning using a nudge theory approach. 		
<ul style="list-style-type: none"> • Provide additional support to improve both the behaviour and social / emotional learning of disadvantaged students. Provide additional staffing to work with both students and parents on improving their behaviour. • Provide available staff with mental health training to work with disadvantaged students to improve their wellbeing. Provide access to onsite counselling/play therapy to disadvantaged students. • Focus on specific students with intensive blocks with regular sessions will be used to achieve maximum impact eg. Emotional literacy, friendship or Lego feelings interventions. 	<p>Evidence from the EEF states:</p> <p><i>Small group tuition has an average impact of four months’ additional progress over the course of a year. Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</i></p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; 	<p>1 , 4</p>

	<p>2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p> <p>3. More specialised programmes which are targeted at students with specific behavioural issues.</p>	
<p>Provide a range of opportunities to support disadvantaged pupils to develop a wider cultural experience through activities such as:</p> <ul style="list-style-type: none"> • Challenge Days, theme days and weeks • Opportunity for all children to participate in productions or visits • Access to music tuition • Access to Sports Clubs • Access to Experience More opportunities • Access to before, lunchtime and afterschool clubs. • Access to the National Breakfast Scheme • Access to Free School Meals • Access to support with uniform 	<p>The EEF states:</p> <p><i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i></p> <p><i>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</i></p>	<p>3, 4, 5</p>

Total budgeted cost: £ £87,423

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analyzed 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 end of KS2 data shows that the disadvantaged pupils did not achieve as well as the non-disadvantaged, however 44% of disadvantaged pupils had low prior attainment and 56% were SEND. This compares to 22% of non-disadvantaged pupils with low prior attainment and 33% with SEND.

