

# Pupil Premium Statement

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| **Reviewed** | December 2021 | **Reviewed By** | AHT (AH) |
| **Date Agreed** | N/A | **Next Review** | September 2022 |
| **Status** | ACTIVE | | |
| **Version** | **Date** | **Action** | |
| **Version 1** | 08.12.21 | Agreed with MG (HT) | |
| | 10.12.21 | Agreed with TB (Link Governor for PP) | |

# PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School Overview

| Detail | Data |
|---|---|
| School name | Longmoor Community Primary School |
| Number of pupils in school | 415 (455 inc. Nursery)[1] |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic years that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mark Garside, Headteacher |
| Pupil Premium Lead | Angela Haynes, Acting Assistant Headteacher |
| Link Governor | Terry Brown |

## Funding overview

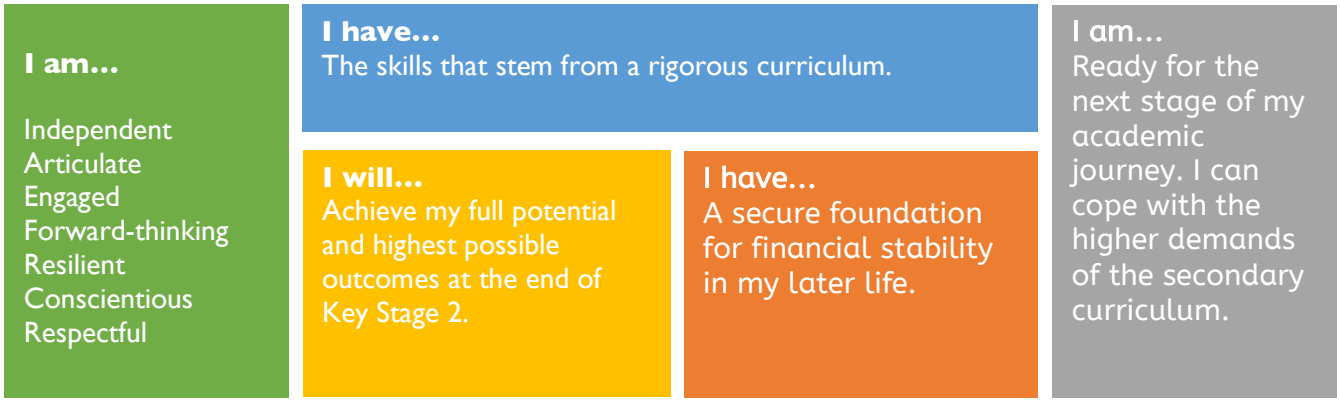
| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £160,026 |
| Recovery premium funding allocation this academic year | £16,385 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | **£176,411** |

[1] Correct on 06/12/21

# PART A: PUPIL PREMIUM STRATEGY PLAN

## Statement of intent

It is our school's intent to have a strong, knowledge-rich curriculum in place, which is then implemented successfully by teaching staff. Ultimately, it is our aim that all children, regardless of their background or ability, leave us ready for the next stage of their educational journey:




The school's BARRIERS curriculum, combined with the high quality teaching and learning that takes place, ensures that children leave our school ready for the next stage of their formal education. Our children know that through our rigorous studies, we have extremely high expectations of the standard they work at, the standard they achieve and the diligence that they work with.

Pupil Premium funding will be used to ensure that children have access to the wider opportunities that they wouldn't usually, not only in terms of 'visits and trips', but also access to professionals, teachers and tutors in order to bring about their progress.

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 (Speech) | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 (Phonics) | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 (Maths) | There are inconsistencies in school with regards to the attainment of Disadvantaged Pupils when compared to Non-Disadvantaged Pupils. |
| 4 (COVID) | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.<br>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. |
| 5 (MHW) | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.<br><br>Teacher referrals for support have markedly increased during the pandemic. 33 pupils (25 of whom are disadvantaged) currently require additional support with social and emotional needs. |
| 6 (Attendance) | Our attendance data over the last **3** years indicates that attendance among disadvantaged pupils has been between **1.82%** and **3.82%** lower than for non-disadvantaged pupils. There is a disproportionately high percentage of disadvantaged pupils classed as a 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 7 (ECTs) | The school has a number of new and relatively new staff who will need further support and specific development and training especially on working with pupils who are disadvantaged. |
| 8 (SEN) | The proportion of the school SEN Cohort that is entitled to Pupil Premium funding because of their disadvantaged nature is much greater than the school's general population: approx. 50% |

# 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. | KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard – in line with the national average at least. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard – in line with the national average at least. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 20/25 demonstrated by:<br>● qualitative data from student voice, student and parent surveys and teacher observations<br>● a significant reduction in referrals to the pastoral team and external agencies<br>● 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 from 2024/25 demonstrated by:<br>● the overall absence rate for all pupils being no more than **4%**, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by **1.5%.**<br>● School Staff and EWO Focusing efforts on minimising the number of Disadvantaged children, who are classed as a 'Persistent Absentee', using incentives as well as sanctions. |

# 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: **£20,093 (12% of Total Funding)**

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
|---|---|---|---|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.<br><br>Packs to be purchased for Nursery children, as these children enter school far behind in terms of speech. Packs also for UKS2 to support children who struggle with English work. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 2 (Phonics) | Nursery pack cost<br>£500 |
| To support disadvantaged pupils within the Year 6 cohort in Maths so that they have the skills needed for secondary school through deployment of an experienced teacher to take an extra Maths set for the year | Evidence to support the effectiveness of small group work.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 3 (Maths)<br>4 (COVID) | 25% teacher's salary<br>cost £13,048 |
| Improve staff development and awareness of teaching disadvantaged children<br><br>Purchase of a licence for The National College and directing staff to the relevant courses | DfE guidance to school states the importance of effective and targeted staff CPD Standard for teachers' CPD https://tdtrust.org/research/dfe-cpd-standard/<br>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf<br><br>DfE also states that pupil premium funding is the most effective when investing in high quality teaching<br><br>https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium | 7 (ECTs) | National College licence<br>cost £995 |
| To offer disadvantaged children the use of ICT equipment in order to enhance their learning, for use within school and home learning if appropriate. | Education Development Trust findings show that most non-users of ICT and the Internet will be among the poorer households.<br>Research into the 'digital divide' shows that disadvantaged families will have less access to effective ICT<br>https://www.york.ac.uk/res/e-society/projects/3/already_disadvantage.pdf | 3 (Maths)<br>4 (COVID) | Devices £3,000<br><br>Chromebooks and Trolley £2,500 |

## Targeted academic support

Budgeted cost: **£67,123 (39% of Total Funding)**

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
|---|---|---|---|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.<br>Packs to be purchased for Nursery children, as these children enter school far behind in terms of speech. Packs also for UKS2 to support children who struggle with English work. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 2 (Phonics) | UKS2 pack cost £2,000 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | 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:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 2 (Phonics) | Cost of TAs for 5 afternoon sessions of 1 hour each in R,1,2<br>cost £33,095 |
| Engaging with Third Space Learning one to one tutoring for pupils whose education has been most impacted by the pandemic. All of the pupils who receive tutoring will be disadvantaged. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br>One to one tuition \| EEF (educationendowmentfoundation.org.uk)<br>And in small groups:<br>Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF | 3 (Maths)<br>4 (COVID) | Third Space cost subscription for the year<br>cost £2 376 |
| To support our youngest children who struggle with the development of their speech and language. Employment of an external speech and language therapist to support children fortnightly (weekly in the Spring Term).<br>To provide dedicated SaL Assistants employed to work with EYFS and Year 1 pupils.<br>Purchase any resources needed to support SaL Assistants including those linked to relevant individual EHCPs | There is a strong evidence base that suggests specific and individualised speech and language work has a significant impact.<br>Assessments show that pupil premium children with specific speech and language needs have made good progress and the gap with non-PP children has narrowed.<br>Oral Language Interventions \| Toolkit \| Strand \| Education Endowment Foundation \| EEF | 1 (Speech) | SaL Therapist - £5,472<br>SaL Assistants Wage - £20,275<br>~ £2,000 |

## Wider strategies

Budgeted cost **£86,569 (50% of Total Funding)**

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
|---|---|---|---|
| To increase capacity for SEN support across the school with a focus on support of disadvantaged pupils through<br>- training and development of a new SENCO.<br>- increased capacity for existing SENCO support<br>- providing support for disadvantaged pupils with SEN who need 1 to 1 support<br>- adapt rooms across the school to provide 'safe spaces' for pupils (from April 22)<br>- sett up a dedicated sensory room | Importance of support for SEND pupils particularly those who are disadvantaged is highlighted within the following document<br>DfE document Supporting SEND https://www.gov.uk/government/publications/supporting-send/supporting-send<br><br>The effectiveness of individualised instruction has been noted https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction | 8 (SEND) | SENCO course cost £1,386<br>Increased SEN capacity 1 day per week £11,812<br>1:1 support assistant cost £12,483<br>Safe Spaces: £2,000<br>Sensory Room Budget £10,000 |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.<br>Member of staff to undertake a behaviour course purchased by school | Both targeted interventions and universal approaches can have positive overall effects:<br>Behaviour interventions \| EEF (educationendowmentfoundation.org.uk) | 5 (MHW) | Behaviour course 23/11/21 cost £1500 for 1 person |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice.<br>Developing and implementing new procedures and appointing attendance/support officers to improve attendance and who will liaise with parents and concentrate on the first day of absence and persistent absentees.<br>To ensure that the Educational Welfare Officer has time set aside to support attendance issues for disadvantaged pupils | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 (Attendance) | Attendance Officer's salary cost £20,343<br>EWO cost £3,861 |
| To increase the capacity of Mental Health and Wellbeing support through development of The Hub and allocating specific members of staff to work with | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life | 5 (MHW) | Salary of pastoral team cost £23,953 |

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| children, especially disadvantaged children<br><br>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, specifically<br>- ROAR training for all staff<br>- use of counselling service Brighter Horizons<br>- increased capacity to support SE issues through a new Pastoral Team<br>- Yoga lessons across all year groups<br>- Anti-bullying workshop for KS2<br>- Gangs man booked to speak to Year 6<br>Purchase of a new PSHE programme Jigsaw for use throughout the school | (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) | | Cost of developing The Hub cost £2,500<br>Brighter Horizons cost £9,620<br>Yoga cost £5,510<br>Anti-Bullying Workshops – £1,000<br>Gangsman cost £1,000<br>Jigsaw programme Cost £1,500 |

## Total budgeted cost: £173,785

# PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

## Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

It is clear from the school's internal tracking that Disadvantaged Children have suffered massively from the impact of the disruption caused by the COVID-19 Pandemic during the 20/21 Academic Year, with gaps apparent all the vast majority of subjects and the vast majority of year groups.

One of the driving factors behind our 2020/21 spend was ensuring that our Remote Learning Offer and the 'Recovery' Curriculum that was planned and implemented clearly had the attainment and progress of Disadvantaged Children at the core of its intent.

- Devices were purchases and made available in school to support learning for the most vulnerable children: all children had access to the necessary infrastructure at home so that learning at home mirrored (as closely as possibly) learning in school, with no children left out. An astute blend of live and recorded lessons and electronic activities (via Google Classroom) and paper-based activities were completed. **The impact being that the large majority of children were engaged in learning during any periods of school or bubble closures on a daily basis. Work was submitted electronically or on paper so that assessment of the children could continue to astutely plan next steps. School Staff ensured that children were safe and well by contacting those children whose work was not submitted in accordance with school direction. Learning 'did not miss a beat' as honed activities to ensure that children were knowing more and remembering more of the key objectives for their year group.**
- Software purchased ensured that data collected (with regards to assessment) was used effectively to ensure that it immediately provided impact on strengths and next steps in terms of 'gaps'. **The impact has been that there is crystal-clear understanding of the attainment levels of each cohort and the gaps that exist between key vulnerable-groups. This has enabled SLT and teaching staff to direct input, questioning and intervention effectively so.**
- Continued engagement from the Educational Welfare Officer, particularly deployed to support and challenge those families entitled to Pupil Premium. Attendance of Disadvantaged Children was particularly impacted, falling to 92%, 3% below Other Children at 95%.
- Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. A huge focus on supporting the Mental Health and Wellbeing of all children, but particular those Disadvantaged Children, saw an additional member of staff being brought into the Pastoral Team. **The impact has been that double the number of children have been able to access in-school support from our Pastoral Support Staff, either as a one-off session or as a sequence of intervention sessions; capacity of our external counsellor was also doubled so that any and all MHW referrals were dealt with swiftly.**
- Investment in a range of areas led to adjustments in some areas of school life as a careful response to addressing need:
    - Core skills in maths were re-visited on a weekly basis to ensure that these were embedded in long-term memory. Assessment data from this Summer Term and Autumn Term 2021 show that this pedagogical approach has been successful at ensure the cohorts catch-up quickly and to a good standard, particularly in Key Stage 2. **The impact has been that staff are confident that they have a system in place that re-visits key objectives in the domain of number so that those children who do not have a well development schema in these areas have the opportunity to develop this daily – improving fluency.**
    - Researching conduct and behaviour led us to introduce a 20:20:20 model for lunchtime: 20 minutes for lunch, indoor play and then outdoor play. **The impact has been that negative behaviour incidents reduced dramatically using this model.**

- Pathways for Writing: implemented with the intent of ensuring the high-quality texts were used to engage children in the writing process, and provide sequential and well-planned steps of learning to ensure that all children (especially those children entitled to Pupil Premium Funding).

Our assessment of the reasons for these outcomes points primarily to COVID-19 Impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements, particularly the teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

## Externally Provided Programmes

| Programme | Provider |
|---|---|
| Speech and Language | Sophie Humphries – Liverpool Speech Therapy |
| Counselling Service | Brighter Horizons |
| Systematic, Synthetic Phonics Programme | Read Write Inc. |
| Maths Tutoring | Third Space Learning |
| Staff CPD | The National College |
| SENCo Qualification | Liverpool Hope University |
| PSHE/SRHE Programme | Jigsaw |

# FURTHER INFORMATION

## Additional activity

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

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online 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.
- 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 also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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.