



Longmoor

Community Primary School

Together we grow, explore, discover.

Pupil Premium Strategy

Reviewed:		Policy owner:	Mark Garside (HT)
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**DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE**

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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	402 (428 inc. Nursery) ¹
Proportion (%) of pupil premium eligible pupils	31% (Y1 to Y6)
Academic years that our current pupil premium strategy plan covers	2025 / 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mark Garside, Headteacher
Pupil Premium Lead	Mark Garside, Headteacher
Link Governor	Mark Rea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,789
Total budget for this academic year	£188,789

¹ Data from Autumn Census 2023

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our mission is to dismantle barriers so disadvantaged pupils attend, belong and succeed. We set equally high expectations for disadvantaged pupils, act early through accurate assessment, and run a continuous assess-plan-do-review cycle.

We prioritise:

- (1) high-quality teaching and curriculum access,
- (2) targeted academic support driven by diagnostics, and
- (3) wider strategies that address attendance, behaviour, wellbeing and safeguarding.

The strategy aligns with our knowledge-rich, reading-prioritised curriculum; focuses on keeping up in language, phonics and maths; identifies and stretches higher-attaining disadvantaged pupils; and is co-owned by leaders, staff, pupils and families, monitored by governors, and reviewed termly against clear success criteria.

Alignment with the School Improvement Strategy (SIS) 2025/26:

This year's SIS is solely focused on raising the attendance and attainment of disadvantaged pupils. The headline strategy areas for improvement are:

P	Progress (accelerate R/W/M through high-quality teaching, diagnostics and targeted intervention);
R	Regular attendance (proactive monitoring, celebration and early intervention to secure attendance);
I	Inclusive education (ambitious, coherent curriculum with reasonable adjustments and full enrichment access);
O	Oversight (governors' precise insight and challenge on PP and SEND implementation and impact);
R	Rigorous monitoring (triangulated evidence – pupil voice, work, lesson visits, assessment – to adapt delivery);
I	Integration (disadvantaged pupils participate fully in leadership, pupil voice and community);
T	Teaching quality (consistent, evidence-informed teaching with effective scaffolding, challenge and feedback);
Y	Your impact (a culture where all staff own outcomes for disadvantaged pupils and measure impact through results, participation and voice).

BARRIERS

in order to ultimately provide academic and financial achievement and wellbeing for the children in our care. Our curriculum is developed in a way that breaks down these barriers:

B	is broad and balanced
A	is academic
R	has been researched and proven to be successful
R	is rigorous
I	has been designed to foster independence
E	provides equality of opportunity
R	promotes a love of reading
S	enables our children to leave Longmoor ' secondary-ready '

Challenges

	Detail of challenge
1	<p>Communication & Language (EYFS–KS1)</p> <p>Children from disadvantaged backgrounds are more likely to start school with weaker oral language; around 40% of the eventual attainment gap is already present by age five, so early language is a first-order priority. We will use SHREC to increase high-quality adult–child talk density across EYFS, with additional adults deployed to make this happen. (The guidance stresses prioritising early learning and language, citing programmes such as NELI, and using diagnostic assessment to pinpoint needs.)</p>
2	<p>Systematic synthetic phonics & early reading (R–Y2 and catch-up)</p> <p>Reading is the gateway to the whole curriculum. DfE’s Reading Framework and the PP menu emphasise validated SSP, coaching, fidelity checks and matched decodables so disadvantaged pupils keep up rather than catch up. This is essential in deprived contexts where fewer books and less reading fluency at home can widen gaps rapidly.</p>
3	<p>Vocabulary Depth and Background Knowledge</p> <p>Lower access to language-rich environments and experiences can limit vocabulary depth and background knowledge, making texts and subject content harder to access in KS2. Strategy therefore foregrounds explicit vocabulary teaching, fluency and disciplinary reading routines (pre-teach, retrieval, modelling), in line with EEF evidence-informed guidance and the Reading Framework.</p>
4	<p>Mathematics (KS1–LKS2): Number Facts, Reasoning, Confidence</p> <p>Disadvantaged pupils often need more systematic work on number sense and fluent recall, plus carefully scaffolded reasoning. Non-statutory DfE/NCETM maths guidance and PP resources stress coherent small-steps teaching, representation & structure, and purposeful practice; we are supplementing with QLA-driven practice (FFT/Shine) and TT Rock Stars for fluent facts (Y4 MTC).</p>
5	<p>Attendance & Persistent Absence</p> <p>Post-pandemic, absence rose for all pupils but more so for disadvantaged; poor attendance carries high academic, mental-health and long-term earnings costs. Our SIS and PP plan therefore concentrate on early identification, casework and practical barrier removal, aligned with <i>Working Together to Improve School Attendance</i> and EEF’s attendance themes.</p>
6	<p>Cultural Capital & Enrichment</p> <p>Significant deprivation can limit access to arts, culture and wider experiences, which in turn constrains vocabulary, background knowledge and aspiration. Ofsted’s Personal development expectations emphasise equality of opportunity, SMSC and rich experiences; our subsidised offer (London visit; adventurous activities; clubs incl. music, coding, science, dance, graphic design) addresses this head-on.</p>
7	<p>Implementation Capacity (CPD)</p> <p>Where need is higher, implementation quality matters even more: the PP guidance’s 5-step approach (diagnose → use evidence → develop → deliver/monitor → evaluate/sustain) and EEF implementation guidance stress targeted CPD, coaching and staged roll-out. Our plan therefore builds teacher capacity (coaching; assessment literacy; fidelity checks) before layering targeted support.</p>

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 so that they access phonics and the wider curriculum; there is no systematic difference between PP and non-PP in C&L by the end of EYFS.	<ul style="list-style-type: none"> • $\geq +10$pp increase from Autumn baseline in PP achieving expected or better in EYFS C&L ELGs by July. • Average conversational turns per PP child in 10-minute observations rises by $\geq +2$ by Spring and $\geq +3$ by Summer. • SHREC fidelity average $\geq 4/5$ by Spring and $\geq 4.5/5$ by Summer across EYFS settings. • $\geq 80\%$ of identified PP pupils on C&L plans meet termly SMART targets at each 6–10 week review.
All children are given the best opportunity to develop early reading, including phonics; PP pupils 'keep up'.	<ul style="list-style-type: none"> • PSC: PP pass rate \geq national PP and within 5pp of the whole-cohort rate. • Reading accuracy on matched decodables $\geq 95\%$ by Summer; at-risk readers move up ≥ 1 fluency band each term.
Improved reading attainment among disadvantaged pupils so that attainment is at least in line with national PP and progress is positive.	<ul style="list-style-type: none"> • Standardised reading scores: PP average +6 SAS across the year (or local equivalent growth). • KS2 PP reading attainment \geq national PP; PP–non-PP internal gap narrows by ≥ 2.0pp. • QLA shows $\geq 20\%$ improvement on targeted domains (vocabulary, retrieval, inference) within 12 weeks of intervention.
Improved maths attainment for disadvantaged pupils at the end of KS2; pupils engage enthusiastically due to confident staff and well-sequenced learning.	<ul style="list-style-type: none"> • KS2: PP at EXS up by ≥ 8pp and at GDS up by ≥ 5pp from validated 2024/25 baseline. • Repeat errors on targeted objectives reduce by $\geq 30\%$ within 6–8 weeks (FFT/Shine QLA). • Year 4 MTC: PP average mock $\geq 20/25$ by June; $\geq 90\%$ of PP have full facts coverage (TTRS usage sustained).
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils; pupils feel they belong.	<ul style="list-style-type: none"> • Overall PP absence $\leq 4.0\%$ by July; PP–non-PP absence gap reduced by ≥ 1.5pp. • PP persistent absence (10%+) down by ≥ 3.0pp from Autumn baseline; punctuality late marks down $\geq 20\%$. • $\geq 80\%$ of PP pupils agree 'I feel I belong at Longmoor'; behaviour incidents for PP trend down term-on-term.
Disadvantaged pupils access a rich set of experiences that extend vocabulary, background knowledge and aspiration.	<ul style="list-style-type: none"> • PP participation $\geq 75\%$ in at least one club/trip; $\geq 50\%$ participate in two or more opportunities across the year. • London visit PP take-up $\geq 60\%$ (eligible year groups) with funded places removing cost barriers. • Three age-appropriate outdoor/adventurous experiences delivered EYFS→KS2; PP participation reported termly.
Disadvantaged pupils with SEND access the full curriculum and enrichment through reasonable adjustments and targeted support.	<ul style="list-style-type: none"> • $\geq 75\%$ of PP-SEND pupils meet termly SMART targets (literacy/numeracy/C&L/SEMH).

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.

High-Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£62,860**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Validated SSP fidelity (daily phonics; matched decodables; swift keep-up) Menu: High-quality teaching → English (validated SSP), assessment & adaptation	DfE Reading Framework sets expectations for SSP as the most effective approach to decoding; emphasises fidelity and matched decodables. EEF Toolkit: Phonics – <i>high impact, very low cost, very extensive evidence.</i> EEF Improving Literacy in KS2 – modelling, fluency and comprehension strategies alongside decoding.	#2, #7	RWI Subscription £3,360 Enhanced Phonics Provision: £15,000
FFT Aspire + FFT Shine for diagnostics/QLA (to inform teaching) Menu: High-quality teaching → Technology/resources that support diagnostic assessment	EEF Teacher Feedback to Improve Pupil Learning – use assessment to close specific gaps; feedback as part of a plan-do-review cycle. EEF Using Digital Technology to Improve Learning – tech is most effective when it enhances assessment/feedback and targets practice. DfE Using Pupil Premium (Menu) explicitly permits technology that supports diagnostic assessment and monitoring.	#2, #3, #4, #7	£1,000*
Lexia® Core5® Reading (teacher-directed, to supplement reading & GSP) Menu: High-quality teaching → Technology/resources to support teaching & diagnostics	EEF Projects: Lexia – efficacy trial found ~+1 month additional progress; current large effectiveness trial underway (QUB, RAND). EEF Promising Programmes listing for Lexia.	#2, #3, #7	£10,000
TT Rock Stars (multiplicative fluency; Y4 MTC readiness) High-quality teaching → Maths practice/fluency; technology to support teaching	EEF Improving Mathematics in KS2 & KS3 – recommendations include developing fluent recall of facts and using assessment to target gaps. DfE Maths guidance (KS1-2) – ready-to-progress criteria and number-facts fluency underpin curriculum expectations (incl. MTC).	#4, #7	£500 Rockstars Subscription
EYFS: enhanced adult capacity for high-quality SHREC interactions (universal) Menu: High-quality teaching → Early language (adult-child interaction; modelling & scaffolding)	EEF Preparing for Literacy (EYFS) – rich adult-child talk, explicit language teaching, and sustained shared conversations. EEF Early Years Toolkit: Communication & Language approaches – positive average impact when interaction is structured and frequent.	#1, #2, #7	Additional Adults in EYFS £30,000
Staff CPD (National College licence; maths expert-led CPD) Menu: High-quality teaching → Professional development; mentoring/coaching	EEF Effective Professional Development – features that change classroom practice and improve outcomes.	#1, #2, #3, #4, #7	£1,000
Reading across the curriculum (incl. Opening Worlds texts) Menu: High-quality teaching → Curriculum, vocabulary & disciplinary reading	EEF Improving Literacy in KS2 – develop language/vocabulary and teach disciplinary reading strategies across subjects.	#3, #7	£2,000

Targeted academic support

Budgeted cost: **£85,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Small-group/1:1 tutoring (curriculum-aligned; 8–12 weeks) Menu: Targeted academic support → One-to-one and small-group tuition	EEF Toolkit: Small-group tuition and One-to-one tuition – high/very high average impact when aligned with class teaching and diagnostics. DfE Using Pupil Premium (Menu) includes tuition as a recommended targeted approach.	#2, #3, #4, #7	LSA Time £30,000
Year 6 maths: experienced teacher runs additional set + honed interventions Menu: Targeted academic support → Small-group tuition (Maths) • High-quality teaching → Deployment of experienced teacher (secondary tag)	EEF Toolkit: Small-group tuition (Maths context) – focused teaching for 2–5 learners yields positive impact. EEF Improving Mathematics in KS2 & KS3 – use assessment to build on prior knowledge; structured interventions to provide additional support.	#4, #7	25% Teacher's Salary £16,000
EYFS/Y1 SHREC 'keep-up' (targeted C&L sessions) Menu: Targeted academic support → Early-years language	EEF Early Years Toolkit: Communication & Language – structured oral language interventions show positive effects. EEF Preparing for Literacy – targeted small-group talk with explicit language goals.	#1, #2, #7	Speech and Language Therapist: £14,000 C&L Intervention: £12,000 C&L Scheme £500
Phonics 'keep-up' with SSP fidelity checks Menu: Targeted academic support → Phonics/early reading interventions • High-quality teaching → SSP fidelity (secondary tag)	EEF Toolkit: Phonics – very extensive evidence base for systematic phonics; additional practice accelerates decoding. DfE Reading Framework – emphasises matched decodables and immediate keep-up for non-responders.	#2, #7	Phonics Intervention: £12,000
FFT Boost/Shine QLA → tailored keep-up/pre-teach (maths & spelling) Menu: Targeted academic support → Literacy/Maths interventions informed by diagnostics	EEF Feedback and Digital Technology guidance – diagnostic information should direct precise next steps and targeted practice . DfE Using Pupil Premium – diagnostic software and assessment cycles are within the Menu.	#2, #3, #4, #7	£1,000*
Personalised curriculum progress tracking (B-Squared) Menu: Targeted academic support → SEND/individualised instruction • High-quality teaching → Assessment/diagnostics (secondary tag)	EEF Toolkit: Individualised instruction – moderate average impact when goals/monitoring are precise; often supported by digital progress tools. EEF SEND in Mainstream Schools – assess-plan-do-review; high-quality teaching plus targeted, monitored support.	#1, #3, #4, #7	£1,000

Wider strategies

Budgeted cost **£36,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Attendance: staffed, data-led model (Attendance Officer + EWO buy-in)</p> <p>Menu: Wider strategies → Supporting attendance</p>	<p>DfE: Working together to improve school attendance (Aug 2024) – National Framework; clear roles; timely escalation; work with LA/EWO.</p> <p>EEF Attendance – Rapid Evidence Assessment – most promising approaches are targeted, data-driven, with personalised parent communication.</p>	#5, #7	<p>EWO: £4,000</p> <p>Attendance Officer £10,000</p>
<p>Breakfast 'Boost' clubs (before-school pre-teach/keep-up)</p> <p>Menu: Wider strategies → Extended school time / Breakfast clubs</p>	<p>DfE Using Pupil Premium – requires monitoring and evaluation of PP impact; leaders should adapt provision in response to evidence.</p>	#2, #3, #4, #5, #7	<p>£10,000 (100 Days of Provision)</p>
<p>Cultural capital programme (Lord Derby Award; London visit; subsidised clubs)</p> <p>Menu: Wider strategies → Extra-curricular, arts & culture; outdoor/adventurous; trips and visits</p>	<p>EEF Toolkit: Arts participation – <i>moderate impact</i>; improves engagement and vocabulary when tied to curriculum aims.</p> <p>EEF Toolkit: Outdoor adventure learning – wider benefits for self-confidence/self-efficacy; academic impact evidence limited, so position as enrichment/access within the DfE Menu.</p> <p>DfE Using Pupil Premium – menu includes trips/visits and extra-curricular participation to remove financial barriers.</p>	#3, #5, #6	<p>Lord Derby £10,000</p> <p>Extra-Curricular Subsidises: £2,000</p>

There is a small reserve of money that can be used in a dynamic way to support children and families with short term, significant levels of need so that attendance and rates of progress are not negatively impacted.

Total budgeted cost: £

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 2024 to 2025 academic year.

Attendance

We recognise that our **2024/25 attendance strategy did not secure the impact expected**, and that the **gap between disadvantaged pupils and the wider cohort—particularly in persistent absence—remains too wide**. A key constraint was that there was **no Education Welfare Officer (EWO) support in-year**; this has now been **rectified for 2025/26**. A **revised Attendance Policy and Strategy** has been authored and adopted to re-establish a **sharp focus on disadvantaged pupils**, with clear escalation, accountability and support.

From **Autumn 2025**, we will operate a tightened model: weekly PP-first dashboards and case meetings; **first-day response and home visits**; targeted family support; **EWO clinics and legal escalation** where needed; attendance incentives framed around **belonging** (not prizes alone); and half-termly governor oversight. Success will be judged against our published PP targets (attendance $\geq 96\%$ / absence $\leq 4.0\%$, **PP-non-PP gap reduced by $\geq 1.5\text{pp}$, PP persistent absence down by $\geq 3.0\text{pp}$**), with **termly public reporting** and rapid adjustment if impact is off-track.

EYFS:

Our investment in **additional adult capacity** in EYFS, deployed to deliver high-quality **SHREC interactions** for co-regulation, modelling and vocabulary extension, has had a measurable effect on disadvantaged children's school readiness.

GLD outcomes (gap PP vs. non-PP):

- **2022/23:** 23% (PP outperformed the wider cohort; result distorted by a very small PP group)
- **2023/24:** 18%
- **2024/25:** 11%

It is important to note that in both 2023/24 and 2024/25, the **absolute difference equates to just one child** in the disadvantaged group. With such small cohorts, single-pupil outcomes create large percentage swings, but the underlying picture still indicates a **positive narrowing of the GLD gap** over time.

In summary: The data show that while percentages are volatile due to very small numbers, the **direction of travel is clear** — our structured investment in adult-led SHREC interactions is helping disadvantaged pupils enter Key Stage 1 with stronger communication, regulation and readiness to learn.

Phonics

- In 2024/25, **14** disadvantaged pupils were assessed for the Phonics Screening Check and the **majority 8/14 (57%)** reached the expected standard. Of the **6** who did not, **3** were already on the school's SEND register; overall, **1/4 (25%)** disadvantaged pupils with SEND met the expected standard, with the remaining pupils making **appropriate, well-evidenced progress** from their starting points. This sits within our strong track record of ensuring that **all but very few** pupils ultimately secure the expected standard through our plan-do-review cycle and timely keep-up provision.
- For **two** SEND pupils with **particularly high needs** who did not meet the standard this year, the school has **submitted additional funding applications** and begun **EHCP evidence gathering**, ensuring the right specialist support is in place so they can continue to progress rapidly next year.

This result is **not statistically significant** with a cohort of 14.

- Your result: **8/14 = 57%** vs national **68%**.
- The 11% gap equates to **about two pupils** in a small cohort; this difference is **within expected statistical variation**.

Multiplication Tables Check

- In **2024/25**, disadvantaged pupils achieved **strong outcomes** in the MTC: **9/21 ($\approx 43\%$)** attained a **perfect 25/25**, and the **average score was 21.6, above the 2024 national cohort average of 20.6**.
- This marks a **step-change** from **2023/24**, when only **1/16 ($\approx 6\%$)** achieved 25/25 and the average was **15.2** — an uplift of **+6.4 points** and **+37 percentage points** in perfect scores year-on-year.
- Leaders attribute this improvement to **purposeful technology investment** (e.g., daily TT Rock Stars fluency practice with teacher dashboards) and **protected timetable routines** (short, frequent, high-quality practice blocks)

End of Key Stage 2: Attainment

- This year's outcomes for disadvantaged pupils show a temporary widening of the attainment gap when compared with the wider cohort.
- This is explained not by a reduction in the quality or impact of provision, but by a significant shift in the profile of the Pupil Premium group. In 2024/25, 20 children (36% of the cohort) were entitled to Pupil Premium. Of these, 4 had EHCPs and 2 more were on the SEND register, meaning that 30% of the disadvantaged group had high or complex needs, compared with only 8% in 2023/24.

- Although one child was also EAL, it is the sharp increase in SEND complexity that has had the greatest impact on whole-group attainment.
- Due to the relatively small size of the group, each child represents 5% of the total Pupil Premium cohort, so the progress or attainment profile of just a few children has a disproportionate statistical impact. While attainment data shows a “blip,” internal progress measures and personalised outcomes indicate that disadvantaged children, including those with EHCPs, are making strong progress from their individual starting points.

National (disadvantaged) 2024

- **RWM combined: 46%** met the expected standard.
- **Reading: ~57%** (overall 74% with a **17-point** disadvantage gap \Rightarrow 74-17).
- **Writing (TA): ~53%** (overall 72% with a **19-point** gap \Rightarrow 72-19).
- **Maths: ~53%** (overall 73% with a **20-point** gap \Rightarrow 73-20).

Notes: RWM combined is published directly (46%). For subjects, DfE publishes the **overall rates** and the **gap by disadvantage**; subtracting the gap gives the disadvantaged rate (shown above).

Your school (disadvantaged) vs national 2024

- **RWM combined: 39%** vs **46%** nationally \rightarrow **-7 pp** (a little below).
- **Reading: 58%** vs **~57%** nationally \rightarrow **+1 pp** (in line).
- **Writing: 53%** vs **~53%** nationally \rightarrow **0 pp** (in line).
- **Maths: 53%** vs **~53%** nationally \rightarrow **0 pp** (in line).

With a cohort of **20** (where **1 pupil = 5 percentage points**), all four subjects are **statistically in line with national** for disadvantaged pupils; the small differences you see are well within expected sampling variation. If you can provide the exact counts behind the percentages, I can re-run this precisely, but the conclusion won't change for $n=20$.

Externally Provided Programmes

Programme	Provider
Speech and Language	Liverpool Speech Therapy
Systematic, Synthetic Phonics Programme	Read Write Inc.
Staff CPD	The National College Tara Loughlin – Mathematics Lisa Littler Education Consultancy