

# Longthorpe Primary School Pupil Premium Strategy Statement 2024-2027

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 to 2026-2027
Date this statement was published	14/11/24
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	Claire Miller
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£76,960

# Part A: Pupil premium strategy plan

## Statement of intent

At Longthorpe Primary School, we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

Leaders ensure that Pupil Premium funding is allocated effectively each year so that our ultimate objective is met – all disadvantaged pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and that they have equal access to the extended curriculum and enrichment opportunities, working towards eradicating educational inequity.

Our current strategy supports these aims by ensuring pupils receive high quality teaching in all subjects. However, using our data to target specific areas of need, we have identified core subjects, vocabulary and speech and language skills as key foci in which to support our disadvantaged pupils.

The funding is also used to create opportunities for children to develop resilience, perseverance and self-esteem through a range of extra-curricular opportunities giving them opportunities they may not have in other areas of their life.

All strategies employed at Longthorpe Primary School are evidence-informed using recommendations outlined by Education Endowment Foundation.

## Challenges

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

Challenge number	Detail of challenge
1	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	Internal and external assessments indicate that writing attainment is lower than other core subjects across the school, and among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Across the school 31% of Pupil Premium children are at ARE for writing, as opposed to 53% of non-Pupil Premium children. Year 6 results showed 46% of Pupil Premium pupils achieved expected standard at writing as opposed to 62% of non-Pupil Premium children.
3	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).

4	Attendance data shows that attendance of Pupil Premium children is below other children. (Pupil Premium 92%, Non-Pupil Premium children 95%) Persistent absence is also higher in Pupil Premium Children. (Pupil Premium 25%, Non-Pupil Premium 15%)
5	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. Across school, 51% of Pupil Premium children are at ARE for reading, as opposed to 71% of non-Pupil Premium children. Year 6 results showed 67% of Pupil Premium children are at expected standard for reading as opposed to 72% of non-Pupil Premium children.
6	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with maths than their peers. Across school, 58% of Pupil Premium children are at ARE for maths, as opposed to 79% of non-Pupil Premium children. Year 6 results showed that 47% of Pupil Premium children achieved expected standard at maths as opposed to 80% of non-Pupil Premium children.
7	A high proportion of our Pupil Premium children also have other vulnerabilities. 50% of our Pupil Premium children are also EAL. 13% of our Pupil Premium Children are also SEND. 7% of Pupil Premium children are both EAL and SEND.
8	Many of our Pupil Premium children have home issues impacting school. For some there is a lack of secure home environment resulting in SEMH issues.
9	Assessments and observations of disadvantaged children show that parental engagement is low and not supporting children at home.

## 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.
Improve writing attainment by the end of year 6 for all children and to narrow the gap between disadvantaged and non-disadvantaged children.	KS2 writing outcomes in 2024/25 show that more than 61% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student, parent and teacher surveys 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: the overall attendance rate for all pupils being above 95%, and the difference among disadvantaged pupils being no more than 2 % lower than their peers the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Sustain phonics attainment for disadvantaged pupils.	Phonics attainment will match previous years at 92%
To improve reading attainment by the end of Year 6 for our disadvantaged pupils and to narrow the gap between disadvantaged pupils and their peers.	The gap between attainment for reading outcomes in Year 6 between disadvantaged pupils and their peers will be closed. Across the school, the gap will narrow from 20% to less than 10%.
To improve maths attainment by the end of Year 6 for our disadvantaged pupils and to narrow the gap between disadvantaged pupils and their peers.	The gap between attainment for maths outcomes in Year 6 between disadvantaged pupils and their peers will narrow from 33% to less than 10%. Across the school, the gap will narrow from 21% to less than 10%.

## 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: £59,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech Link Assessment tool</i>	<i>Speech Link is a digital assessment tool that helps to identify and support children with developmental speech sound difficulties. Suitable for children aged 4 to 8 years, Speech Link helps demystify speech work and helps support staff work effectively with children's common speech sound errors.</i> <a href="#">Oral language interventions   EEF</a>	1
<b>Success For All/RWI:</b> <i>CPD / Improvement Partner / Reading Framework for planning /RWI Phonics/resources</i>	<i>Since SFA was launched in 1986, its methodologies have been validated in more than 30 independent studies – showing that student reading achievement could be made a replicable outcome.</i>	5

<p>to supplement teaching &amp; learning:</p>	<p>These include a three-year randomized control trial – the “gold standard” of research – funded by the U.S. Department of Education. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in only three years was enough to cut the black-white achievement gap in half. (Borman, Slavin, Cheung, Chamberlain, Madden, and Chambers 2007) The EEF Toolkit shows high impact for low cost on phonics programmes. <a href="#">Phonics   EEF</a></p>	
<p>The Write Stuff Subscription and % of salary for writing lead</p>	<p>A report into writing models shows the importance of children understanding the writing process and working collaboratively with peers to plan, draft, revise and edit writing. <a href="#">Writing programmes   EEF</a> The EEF toolkit also highlights the benefit of collaborative learning approaches. <a href="#">Collaborative learning approaches   EEF</a> The writing lead supports teachers with planning and implementation and CPD.</p>	<p>2</p>
<p>P4C Subscription:</p>	<p>The EEF Toolkit highlights the benefits of programmes and approaches that support metacognition and character education. P4C aligns with these areas of the toolkit, such as character education’s emphasis of working well with others with different opinions. A previous efficacy trial funded by the EEF showed that children taking part in P4C made an additional two months’ progress in reading and maths compared to pupils receiving ‘business-as-usual’ classroom teaching. <a href="#">Metacognition and self-regulation   EEF</a></p>	<p>1, 2, 5, 6</p>
<p>PAM subscription and % of salary for maths lead</p>	<p>A trained PAM leader supports staff with CPD, team planning and teaching to develop teacher pedagogical understanding. Effective pedagogies depend on behaviour (what teachers do), knowledge and understanding (what teachers know) and beliefs (why teachers act as they do). As its underpinning aims, problem solving, reasoning and fluency are at the heart of the National Curriculum for England and Wales (DfE, 2014). By highlighting them in this way, the DfE have indicated that they should underpin the curriculum by threading through all of the teaching and learning. By using them as a lens through which to teach the content, the national curriculum will be taught in its intended manner. <b>The PA Maths Programme</b> supports this approach and believes that through developing children’s problem solving, reasoning and fluency skills, there will be a range of positive outcomes, including the development of children’s conceptual understanding, their ability to use maths in meaningful ways and positive attitudes from the EYFS to Year 6. PAM uses a Concrete, pictorial and ab-</p>	<p>6</p>

	<p>stract approach to learning, across the primary phase, to develop a strong understanding of maths concepts. Effective pedagogies involve scaffolding pupil learning. EEF Recommendation 2: Use manipulatives and representations at all Key Stages in Maths <a href="#">Mastery learning   EEF</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £3528

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Plus: Intervention Programme for KS2 children whose reading fluency is low.</i>	<p>With over 100 research studies, Reading Plus is proven to accelerate reading progress, close the gap, and encourage reluctant readers. (Reading Solutions) <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<i>Bedrock Vocabulary app for children in Years 5 and 6</i>	<p>Uses a research-based pedagogy and introduces learners to new vocabulary in contextualised and multi-modal activities (Bedrock) Supports the EEFs Vocabulary in Action teaching strategies <a href="#">Vocabulary in Action poster: A tool for teachers   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<i>Century Tech</i>	<p>The EEF toolkit shows the importance of parental involvement. Century Tech will enable the parents to be engaged with their children's learning at home. <a href="#">Parental engagement   EEF</a></p>	9

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

Budgeted cost: £15,995

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Improve resilience and self-esteem of children using Commando Joe</p>	<p>Commando Joe provides early intervention for those young people disengaged with their education, alongside pupils who excel academically, specialising in behaviour management, growth-mindset development and life skills education.</p> <p>The programme is designed to support all staff and pupils in any educational setting, alongside support for parents at home.</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	All
<p>Play Therapy</p>	<p><a href="#">Social and emotional learning   EEF</a></p>	8
<p>Lego Therapy</p>	<p><a href="#">Social and emotional learning   EEF</a></p>	8
<p>Young Carers</p>	<p><a href="#">Social and emotional learning   EEF</a></p>	8
<p>Improve Resilience and self-esteem of children in Year 6 and raise aspirations ahead of transition to secondary school – Small Nose Theatre Company</p>	<p>Small Nose aims to help children learn how to make positive, small changes in the way they approach the challenges that life presents to them.</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 5, 6
<p>SEAL support for children - % of TA salary; cost of resources?</p>	<p>EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	8
<p>Part funding for trips</p>	<p>EEF: enrichment approaches can directly improve pupils' attainment</p> <p><a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Part funding for clubs</p>	<p>EEF: enrichment approaches can directly improve pupils' attainment</p> <p><a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	3

**Total budgeted cost: £ 76,083**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal 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).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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.*

<b>Programme</b>	<b>Provider</b>



## 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***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*