

Longhill Primary School

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	Longhill Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	
Date on which it will be reviewed	Termly
Statement authorised by	Jaime Pearce
Pupil premium lead	Jane Deakin
Governor / Trustee lead	Liz Wynn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,150
Recovery premium funding allocation this academic year	£23490
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	£219,150

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim for disadvantaged pupils is to improve the education outcomes. Our evidence shows that our disadvantaged children generally face additional challenges in reaching their potential and often do not perform as well as other pupils.

Our combination of specific plans and support will lead to challenges being significantly reduced and our children will therefore be enabled to perform at a higher standard.

We will give our disadvantaged children extra, expert support and provide them with inspiration to support learning. They will become much more confident and will then, therefore, perform to a higher standard. We believe quality first teaching is paramount. We ensure that the children are given clear, useful feedback about their work and ways that they could improve it.

The Senior Leadership Team have a clear overview of how the funding is being allocated and we are strong as a team to know that this will make a difference to the outcomes of pupils. We also believe that by having well targeted support to improve attendance and links with families this will increase confidence and outcomes.

The high profile of disadvantaged pupils ensures stakeholders are fully aware of their needs and of the support that is available. Staff are made aware of the data surrounding disadvantaged pupils and the responses that are possible. All staff have professional respect for the school's pupil premium project and its outcome.

Tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Financial support is given to ensure all pupils have full access to broad educational experiences.

We ensure that we have high expectations for disadvantaged pupils. Starting points are taken note of along with the potential in order to ensure even greater gains in their learning for these children.

Challenges

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

Challenge number	Detail of challenge
1	Limited opportunities to read at home.
2	Limited life opportunities resulting in lack of imagination for creative writing.
3	Emotional and Health Barriers
4	Poor speech and language skills / understanding

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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
To improve reading, writing and maths skills for pupils eligible for PP by the end of KS2 and diminish the difference between PP and all pupils.	The gap between all pupils and PP children is reduced to below 7% with the target to diminish the difference altogether.
To improve phonic skills for pupils eligible for PP across Key Stage One.	The gap between all pupils and PP children is reduced to below 8% with the target to diminish the difference altogether.
For speech and language not to be a barrier to learning.	To ensure pupils eligible for PP successfully complete their speech and language plans by the end of KS1.

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: £ 175,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 phase leader to work across Yrs 1, 2, 3	These teachers have skills to be able to coach staff and support in the teaching and learning of children and their expertise can be used across more children.	1, 2
Key support staff to work alongside disadvantaged children.	Making the interventions timely leads to pupil making progress and closing the gap quickly.	1, 2, 3, 4

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

Budgeted cost: £ 23,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide enrichment with specifically skilled people.	By allowing children to work with professionals in their field we are broadening the children's experiences.	1, 2
Purchase year 6 a laptop each to prepare them for secondary school and real life	By allowing the children access to IT throughout the day we are preparing them for life in secondary school and beyond. Purchased 2021 / 2022	1, 2
See Saw to support both in school and home learning	This will allow blended learning to continue when children are working from home.	2
Run With It – specific literacy and numeracy interventions	Our children thrive when they learn using real-life experiences. Run With it isa project where real life environments provide children the opportunity to learn in a real world	1, 2, 4
Retrieval Practice sessions + resources	Evidence shows that pupils should be provided with numerous opportunities to	1, 2

	retrieve previously learnt information from memory.	
New writing scheme New Spelling Scheme	Evidence suggests that consistency of approach across a school for planning, resources and CPD increase attainment.	1, 2
Use of Chatta within lessons	The chatta approach removes barriers to learning in all subjects and for all ages and all levels. It enables teacher and teaching assistants to ensure the very best progress in oracy, vocabulary use, writing, memory and wider learning.	4
Use of talk strategies within lessons	Our children respond well to collaborative learning approaches. They often need to be able to rehearse before giving answers to questions or before writing. Talk strategies allow for children to work together and achieve the same end goal regardless of their ability.	1, 2, 4
Speech and Language 1:1 support	Speech and language skills underpin many other areas of children's development by: providing a strong foundation for other areas of learning, such as reading and writing and enabling access to the whole curriculum. supporting communication skills. promoting social skills and forming friendships.	4
Providing good quality texts for children to read both in and out of school.	All children need to be given the opportunity to have a good quality text to read and share with family members.	1

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

Budgeted cost: £ 54,201

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a school nurse to work with families	This allows the professional to speak to parents about whether their child can be in school which then increases the attendance which has an impact on attainment.	3
Provide an EWO to work with families and	Attendance since working with the EWO has been more stable at 96%.	3

an attendance officer to make links with families		
Employ an emotional well being / behaviour support member of staff.	It allows our children to re engage and learn when they go back into class. Our children feel happier when their emotional needs are being addressed.	3
Trips to support children's learning and minibus to be able to take them.	It allows them to experience the wider world. They inspire the children and not only enhance learning and understanding but also pupils' social and personal development. Our children need to immerse themselves in new, different and exciting environments. They benefit our children who have a more kinaesthetic, sensory or visual way of learning.	2

Total budgeted cost: £ 253,301

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.

<p>Review of 2021/2022 Outcomes</p> <p><u>To improve reading, writing and maths skills for pupils eligible for PP by the end of KS2 and diminish the difference between PP and all pupils.</u></p> <p>Gap between PP children and all pupils in reading is 3%</p> <p>Gap between PP children and all pupils in writing is 6%</p> <p>Gap between PP children and all pupils in maths is 3%</p> <p>74% of PP children achieved ARE across all subjects compared to 66% of the whole cohort. 11% of PP children achieved GD across all subjects compared to 12% of the whole cohort.</p> <p><u>To improve phonic skills for pupils eligible for PP across Key Stage One.</u></p> <p>By the end of Key Stage 1 93% of the whole cohort passed the Phonic Screening Test. 96% of Disadvantaged children passed the PST by the end of KS1.</p> <p><u>For speech and language not to be a barrier to learning.</u></p> <p>50% of PP children with a Speech and Language Plan have successfully completed the programme by the end of KS1.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Phonics intervention due to moving from a school that used a different phonic scheme.
What was the impact of that spending on service pupil premium eligible pupils?	The child passed the PST in November when the year 2 children had to take the test.

Further information (optional)