

# Pupil premium strategy statement

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
School name	Longstone CE (VA) Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sophie Rawding
Pupil premium lead	Sophie Rawding
Governor / Trustee lead	Ian Pykett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,250
Recovery premium funding allocation this academic year	£688.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26938.75

## Part A: Pupil premium strategy plan

### Statement of intent

#### What are your ultimate objectives for your disadvantaged pupils?

At Longstone we want to make sure that all students to play a full and successful part in the academic and wider school community. To achieve this we aim to:

1. **Ignite** a passion for lifelong learning in all Pupil Premium students by encouraging them to participate in the academic and wider curriculum to the same extent as their peers.
2. Ensure that all Pupil Premium students **shine** and to reduce the attainment gap between disadvantaged pupils and their peers.
3. To raise attainment for all pupils to close the gap created by the COVID-19 school closures
4. **Nurture** our Pupil Premium students by meeting their mental health needs and removing the barriers that they may face e.g. poor attendance, lack of social capital, lack of involvement in the wider school.

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff.

Our internal data, suggests that spelling is a substantial barrier for many of our students and therefore developing spelling and writing across school is core to this plan, alongside other specific interventions based on identified need.

Finally, there is a both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our Pupil Premium students. As such, funding is directed to ensuring that high quality pastoral care is available to all students and a broad range of opportunities are made available for our most disadvantaged pupils to access.

#### What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's motto of "**Nurture, Ignite, Shine**", regardless of disadvantage or need.
- That we are an **evidence based school** and that decisions and interventions should be based on research and data
- That the most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF
- That **developing reading and writing** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.

- That providing **high quality pastoral support and extra-curricular opportunities** is essential to meet the wider needs of all students
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of Pupil Premium funding
- That specific interventions should be based on **identified need**.

## Challenges

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

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Emerging social, emotional and mental health needs amongst pupil premium children These challenges particularly affect disadvantaged pupils, including their attainment.
2	Spelling and writing outcomes remain low among our most disadvantaged pupils.
3	Many of our pupil premium children also fit into another vulnerable group e.g. SEN

## 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
<p>For 80% of Pupil Premium pupils to make expected or better progress as a result of targeted support in Reading, Writing and Maths.</p>	<p>Internal assessment data will demonstrate expected or better progress being made.</p> <p>Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision and will evidence the progress being made.</p> <p>Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.</p>
<p>Improved spelling and writing progress and attainment among disadvantaged pupils.</p>	<p>KS1 and KS2 reading outcomes show that more than 75% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Teachers confidently identify pupil premium children who require targeted support regarding their social, emotional and mental health needs.</p> <p>A clear system is utilised by staff to identify and plan provision for children raised. (Boxall Profiling).</p> <p>Interventions are monitored and reviewed.</p> <p>SMILERS will be embedded across the school and will be used as a common language to communicate social and emotional mental health need.</p> <p>A range of therapeutic provisions are utilised effectively with clear impact on pupils' social, emotional and mental health development.</p>
<p>To achieve and sustain improved attendance in enrichment activities for all pupils, particularly our disadvantaged pupils.</p>	<p>Pupil Premium children will have attended curriculum enrichment opportunities provided within the school day.</p> <p>Pupil Premium children will have attended trips and visits outside of school and funding support will have been offered to FSM pupils where needed.</p> <p>Pupil Premium children will be targeted and spaces provided to attend after school school based extra curricular clubs.</p>

## 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: £4713

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4.
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4.
<p>Purchase of a validated spelling programme to secure stronger spelling teaching for all pupils.</p>	<p>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:</p> <p><a href="#">EEF Improving literacy outcomes in KS2</a></p>	1,4.
<p>Improve the quality of social and emotional (SEL) learning .by delivering the SMILERS framework to school and continuing the Character Education Framework.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	2,4.

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13038

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly pupil progress meetings with SLT ensure progress of pupil premium children is good.	Regular review of progress will ensure children are identified for extra support if progress isn't being maintained.	1,2,3,4
Investing in Training to enable TA's to lead additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Regular small group reading with an adult	Reading deepens vocabulary and enhances writing.	1,4.
Interventions led by support staff. Children will be identified in pupil progress meetings.	Interventions directed using the assess, plan, do, review framework can improve progress. <a href="#">Teaching Assistant Interventions   Education Endowment Foundation   EEF</a>	1,2,4.

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

Budgeted cost: £11534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on trauma informed practice approaches with the aim of developing our school ethos and improving attendance for our most vulnerable learners	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3.
Implementation of Nurture Group (The Burrow)	Meta-cognition and self-regulation interventions aim to help learners think about their own learning more explicitly. Teaching pupils specific strategies to set goals, and monitor and evaluate their own self-regulation has a positive impact on life chances and outcomes for all pupils. <a href="#">EEF Toolkit &amp; Nurture Groups   Education Endowment Foundation   EEF</a>	2,3.
Wider Opportunities Music lessons.	Exposure to Arts based activity impacts positively on the academic attainment of pupils and their SEMH. <a href="#">Education Endowment Foundation   Arts Participation.</a>	1,2,3.
Financial subsidies to support inclusion in After School Activities, school trips, residentials and purchase of school equipment.	To offer a wider range of opportunities to broaden the experiences of Pupil Premium children.	3.

**Total budgeted cost: £29285**

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 2022 to 2023 academic year.

Action	Cost	Intended Outcome	Evaluation/ Review of Outcomes
1:1 TA led interventions.	£12378 + £660 extra. = £13038	To close the attainment and progress gap between pupil premium pupils and pupils not eligible for pupil premium funding.	100% Pupil Premium children received targeted intervention to close progress and attainment gaps where needed..
NTP targeted academic intervention	£1300	To close the attainment and progress gap incurred by Pupil Premium children over the period of school closures during the covid 19 pandemic.	Pupils increased in confidence in their learning.
Pastoral Support from Changing Lives	£1744.22	To provide pastoral support to children and families. To support the social and emotional wellbeing of the pupils so that they are better equipped to learn and progress.	There was 100% engagement with those Pupil Premium families requiring changing lives involvement. Families speak highly of the support.  Children are able to attend to their learning and general day to day classroom activities with increased success and report feeling happier as a result of the input and support.  During lockdown, twice weekly check-in support was offered to Pupil Premium children and their families. This was well received and enabled families



			to engage in the online school offer with greater success.
Curricular and Extra-Curricular enrichment.	£2600	To offer a wider range of experiences to broaden their experiences of the world around them.	All pupil premium children attend trips and enrichment days organized by school.
Resources including Accelerated Reader, iPad/Chromebooks, CPG Workbooks, Times Table Rock Stars, Lexia, Yoto boxes, magazine subscriptions, Seesaw online learning tool.	£2231	To enrich and deepen the learning opportunities pupils have through the use of quality resources and teaching approaches.	<p>Accelerated Reader programme has immersed the children in a rich culture of language through texts.</p> <p>Teachers and parents have feedback that children continue to have an increased engagement in home-learning as a result of the CPG workbooks.</p> <p>Use of iPads and Chromebooks has continued to increase with all Pupil Premium pupils using Chromebooks within their daily curriculum this academic year.</p> <p>Children shared that Seesaw has supported them to engage in their learning and improve the way they record and respond to their learning.</p>
The Burrow (Nurture Group).	£3190	To provide social support to students with SEMH barriers.	The Burrow has provided social support to children for 3 hours per week. Well attended with a waiting list of future pupils. Teachers and parents both report on the effective use of this environment in supporting children with their SEMH.
Derbyshire Music Hub Wider Opportunities	£4500	To provide access to musical tuition to enrich	Feedback from staff, pupils and parents shows that the whole

Whole Class Music Lessons		the experiences of pupil premium children.	class clarinet opportunities ignited a passion for music inside a large proportion of children, some of which will continue to pursue the instrument with peripatetic lessons.
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## Externally provided programmes

Programme	Provider
TTRS	Time Table Rock Stars
Nurture	Derbyshire County Council
Nessy Reading and Spelling	Nessy
Read Write Inc Phonics	Ruth Miskin Training
Kapow	Kapow
Phonics Tracker	Target Tracker
Accelerated Reader	Renaissance Learning
Wider Opportunities Musical Instrument lessons	Derbyshire Music Hub
Changing Lives Service	Compass

## Further information (optional)

### 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.