

Pupil premium strategy statement – Longstone CE Primary School 2025-28



Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview:

Detail	Data
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 – 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	M Knight
Pupil premium lead	M Knight
Governor / Trustee lead	Chasca Twyman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£18,540

Part A: Pupil premium strategy plan

Statement of intent

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. **Nurture** our Pupil Premium students by supporting both their academic progress:
 - a) Nurturing our Pupil Premium children by **providing targeted support in reading, writing, and maths**, where we have identified specific areas of need—ensuring they build strong foundations for future learning and achievement.
 - b) Nurturing **engagement in wider school life**. We will work to remove barriers such as poor attendance, limited social capital, lack of uniform, and any barrier in participation in enrichment activities—ensuring every child feels valued, included, and empowered to thrive.

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 training CPD aided by the recruitment/ retention of high-quality teaching staff.

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

Finally, both our internal data and wider academic research consistently highlight the importance of providing nurture-based support for our most disadvantaged pupils, ensuring they have equitable access to the emotional and developmental opportunities needed to succeed.

What are the key principles of our strategy plan:

*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.

Challenges

This 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 out most disadvantaged pupils.
3	Many of our pupil premium children also fit into other vulnerable groups.

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
For 70% of Pupil Premium pupils to make expected or better progress as a result of targeted support in Reading, Writing and Maths.	- Internal assessment data will demonstrate expected or better progress being made. - Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision and will evidence the progress being made. - Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Supporting the SEMH Needs of Pupil Premium Children - Teachers confidently identify Pupil Premium children who require targeted support for their social, emotional, and mental health needs. A clear and consistent system is in place to plan, deliver, and monitor interventions, ensuring they are responsive and impactful. - The Zones of Regulation framework is embedded across the school, providing pupils with a shared language and practical strategies to understand and manage their emotions. - A dedicated Bubble Room serves as a safe, nurturing space for children who need time away from the classroom to regulate, reflect, or receive therapeutic support. - The SMILERS approach is used consistently across the school to promote emotional literacy and wellbeing, forming a common language for staff and pupils to communicate SEMH needs. - A range of therapeutic provisions—including mentoring, forest schooling and nurture groups—are utilised effectively, with

	clear evidence of positive impact on pupils' emotional development and overall wellbeing.
Improved spelling and writing progress and attainment among disadvantaged pupils.	- KS1 and KS2 reading outcomes show that more than 75% of disadvantaged pupils met the expected standard. - Identified pupils access Nessy, Spelling Shed, and targeted writing interventions regularly. - Pupils show measurable progress in spelling assessments and writing samples. - Writing demonstrates improved accuracy, vocabulary, and structure. - Interventions are tracked and reviewed for impact. - Staff confidently deliver and monitor support. - Pupils report increased confidence and enjoyment in spelling and writing.

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: £ 6, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve the quality of social and emotional (SEL) learning .by introducing Zones of regulation approach to school.</i> <i>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i>	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1
Purchase of standardised diagnostic assessments (Test Base and Eaz-mag system) *Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2
Purchase of a validated spelling/phonics programme to secure stronger spelling teaching for all pupils.	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: EEF Improving literacy outcomes in KS2	2

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

Budgeted cost: £6,000

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.	2
Interventions led by TAs. Children will be identified in pupil progress meetings.	Interventions directed using the assess, plan, do, review framework can improve progress. Teaching Assistant Interventions Education Endowment Foundation EEF	2
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: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction and implementation of zones of regulation programme.	- Helps children recognise and label emotions, improving emotional literacy. - Provides a structured framework for self-regulation using four colour-coded zones. - Encourages children to develop personal coping strategies for	1

	managing stress, frustration, and anxiety. • Promotes positive behaviour choices and reduces incidents of emotional dysregulation. • Supports inclusive classroom environments where emotional needs are acknowledged and addressed. • Enhances readiness to learn by helping children return to a calm, focused state. ▪ When paired with a safe space like a Bubble Room, it offers children a supportive environment to practise regulation and reset.	
Training a staff member to be Forest School trained and purchasing of Forest School equipment	▪ Encourages emotional resilience through risk-taking, problem-solving, and overcoming challenges in nature. ▪ Promotes positive mental health by reducing stress and anxiety through outdoor experiences. ▪ Builds confidence and self-esteem as children achieve personal goals and develop independence. ▪ Enhances social skills through teamwork, communication, and collaboration in a natural setting. ▪ Supports physical wellbeing through active, outdoor play and exploration. ▪ Fosters a sense of connection to nature, which has proven benefits for emotional regulation and mindfulness. ▪ Provides a safe, inclusive environment where all children, especially those with SEMH needs, can thrive outside the classroom.	
Financial subsidies to support inclusion in After School Activities, school trips, residential and purchase of school uniform.	▪ Ensures equal access to enrichment opportunities for disadvantaged pupils. ▪ Promotes social inclusion by reducing stigma and barriers linked to financial hardship. ▪ Enhances pupil wellbeing through participation in enjoyable, confidence-building experiences.	1

	▪ Supports personal development by enabling access to trips and residentials that foster independence and resilience. ▪ Improves engagement and attendance by helping pupils feel part of the school community. ▪ Reduces financial stress for families, strengthening home-school relationships. ▪ ☐ Encourages positive identity and pride through access to appropriate school uniform.	
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Total budgeted cost: £ 6, 450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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. During lockdown this included offering online support.
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 and class teachers can see skills transferring into the classroom.
Pastoral Support from The Changing Lives Service.	£-	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.	£1831	To enrich and deepen the learning opportunities pupils have through the use of quality resources and teaching approaches.	Accelerated Reader programme has immersed the children in a rich culture of language through texts. Teachers and parents have feedback that children continue to have

			an increased engagement in home-learning as a result of the CPG workbooks. Use of iPads and Chromebooks has continued to increase with all Pupil Premium pupils using Chromebooks within their daily curriculum this academic year. Children shared that Seesaw has supported them to engage in their learning and improve the way they record and respond to their learning.
The Burrow (Nurture Group).	£2190	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 Whole Class Music Lessons	£2000	To provide access to musical tuition to enrich the experiences of pupil premium children.	Feedback from staff, pupils and parents shows that the whole 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.

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.

Programme	Provider
TTRS	Time Table Rock Stars
Nurture	Family Support
Nessy	Nessy spelling support
Read Write Inc Phonics	Ruth Miskin Training
Spelling Shed	Ed Shed Ltd
Read Write Inc Phonics portal	Read, Write, Inc
Accelerated Reader	Renaissance Learning

