LONGTON LANE PRIMARY SCHOOL

***‘Believe and Achieve’***

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022, 2022-2023 and 2023-2024 academic years) 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

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| Detail | Data |
| School name | Longton Lane Primary School |
| Number of pupils in school | 268 |
| Proportion (%) of pupil premium eligible pupils | 20.4% |
| Academic year/years that our current pupil premium strategy plan covers  **(3 year plans are recommended)** | 2021/2022  2022/2023  2023/2024 |
| Date this statement was published | September 2021 Reviewed Sept 2022 Reviewed Sept 2023 |
| Date on which it will next be reviewed | September 2024 |
| Statement authorised by | L Speed |
| Pupil premium lead | L Speed |
| Governor lead | C Swaisland |

Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £87970 |
| Recovery premium funding allocation this academic year | £ 7 685 |
| 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 | £95 655 |

Part A: Pupil premium strategy plan

Statement of intent

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| As an inclusive school our ultimate objective is to provide an inspirational and enriched curriculum which provides high quality teaching and learning for all children. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. Year upon year our ultimate objective is to reduce the gap between disadvantaged pupils and their peers to ensure that ALL pupils are given the chance to reach their true and full potential. We will have high expectations for all pupils and focus on removing barriers to learning and achieving excellence.  How does our current plan work towards achieving our objectives:  • Provide high quality CPD for all teaching staff to ensure that all pupils can access high quality first teaching in all lessons and subjects across the curriculum  • Use rigorous and detailed assessments to plan and implement targeted intervention and support to address identified gaps in learning through use of small group work and 1:1 tuition, research regarding interventions which have the most impact will direct our provision  • Provide a high-quality oracy education for all pupils, increasing their confidence, articulacy and capacity to learn  • Non-academic barriers to success, including attendance, hunger, behaviour and cultural capital, do not impact on academic success, opportunities and life chances.  • Provide appropriate nurture support to enable all pupils to access learning both within and beyond the classroom  What are the key principles of our strategy plan?   * Our pupil premium strategy links to all other aspects of our whole school strategic planning * Our actions are evidence-based on national research, including EEF * A relentless focus on high quality of curriculum and teaching and learning achieved through high quality training and support. * Our actions are measurable with clear success criteria * All members of our community are aware of the desired outcomes of our plan, how we will achieve them and the roles they play. * Our plan will be responsive and flexible to meet any changing local and national needs |

Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.78% - 4.26% lower than for non-disadvantaged pupils.  2021/22 PP attendance 90.67% compared to non PP 94.8% hence PP pupils -4.13%, slightly lower than previous years but still a significant gap.  2022/23 PP attendance 90.93% compared to non PP 95.8% hence PP pupils -4.9%, increase on previous year but still a significant gap. PP attendance ahs been significantly impacted by two families keeping their children on roll but refusing to bring them into school whilst they liaise with their local authority about specialist provision, with these two children removed from the data PP attendance is 93.35 and so PP pupils -2.4%.  48%- 58% of disadvantaged pupils have been ‘persistently absent’  2021/22 47 pupils in total were PA  22/47 of these pupils were disadvantaged equating to 46.8% of PA pupils being disadvantaged, slightly lower than previous years but still a significant gap.  21 of the 22 disadvantaged pupils were pupil premium = 44.68% against Non P/P 55.32%.  Free school meals, of the 47 PA pupils 18 of these pupils were in receipt of FSM 18/47 = 38.4% against PA pupils not in receipt of FSM 29/47 = 61.7%  2022/23 32 pupils in total were PA 11.43%  15/32 of these pupils were disadvantaged, equating to 46.8% of PA pupils being disadvantaged  14 of the 32 disadvantaged pupils were pupil premium = 43.75% against Non P/P 56.25%.  Free school meals, of the 32 PA pupils 13 of these pupils were in receipt of FSM 13/32 = 43.75% against PA pupils not in receipt of FSM 19/32 = 59.3%  Punctuality data indicates before registers closed non disadvantaged pupils are between -0.55% to -0.82% compared to non-disadvantaged and after registers closed -0.11% to -0.16%.  With 66 pupils disadvantaged 2021/22 32 of them had late marks before registers closed in the academic year, 48%, this compares to non-disadvantaged at 39% (81/207)  16/66 had lates after the registers closed 24%, this compares to non-disadvantaged at 13% (27/207)  With 50 pupils disadvantaged 2022/23 37 of them had late marks before registers closed in the academic year, 74%, this compares to non-disadvantaged at 42.5%  33/50 had lates after the registers closed 66%, this compares to non-disadvantaged at 11.05%  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 2 | A central need of the school and our disadvantaged children is to further develop early language skills, especially post COVID where speech and language skills may have been delayed due to lack of social engagement. Without effectively developed language skills pupils will struggle to achieve a good level of development at the end of EYFS, the phonics screening check in Year 1 and be able to access the full curriculum as they move up school.  Baseline data from NELI assessments and NFER Baseline assessments shows that between 66-84% of our FS2 pupils are below ARE at baseline on entry to Reception 2021-22. At baseline 81% of our pupil premium children have reading and writing as an area of need, with 100% of our disadvantaged pupils having this need.  Baseline data from NELI assessments and NFER Baseline assessments shows that between 81-89% of our FS2 pupils are below ARE at baseline on entry to Reception 2022-23. At baseline 100% of our disadvantaged pupils have reading and writing as an area of need.  Baseline data from NELI assessments and NFER Baseline assessments shows that between 80-87% of our FS2 pupils are below ARE at baseline on entry to Reception 2023-24. At baseline 83% (5/6 pupils) of our disadvantaged pupils have reading and writing as an area of need.  In KS2 Children need to expand their use of ambitious language and have exposure to high quality talk and texts in order to support their attainment of their writing goals. |
| 3 | The number of disadvantaged pupils meeting age related numeracy levels is significantly lower than their peers as evidenced by Y1 – Y6 whole school PUMA assessments at ARE -16.4% and above ARE -15%  End of 2022/23 - the gap has narrowed slightly this year at the end of KS2 at ARE from 22% down to 20%.  Our internal data using NTS Mathematics assessments also show a narrowing of the gap (Disadv = PP and FSM).  School has a higher number of children who are disadvantaged and SEND in some cohorts  End of Y5 ARE disadvantaged -11% / Above ARE disadvantaged -11% (Disadvantaged and SEND 27%)  End of Y4 ARE disadvantaged +2% / Above ARE disadvantaged +11% (Disadvantaged and SEND 14%)  End of Y3 ARE disadvantaged -15% / Above ARE disadvantaged -27% (Disadvantaged and SEND 38%)  End of Y2 ARE disadvantaged -6% / Above ARE disadvantaged -27% (Disadvantaged and SEND 33%)  End of Y1 ARE disadvantaged +19% / Above ARE disadvantaged -35% (Disadvantaged and SEND 0%)  FS2 In both number and numerical patterns ARE disadvantaged +3% (Disadvantaged and SEND 13%)  A gap analysis following lockdown indicated delays in numeracy basic skills across all years  There is also a need to focus on higher level disadvantaged children to ensure they achieve in line with their potential. |
| 4 | Post Covid an increasing number of eligible pupils have indicated signs of concern around well-being, self -regulation and socialising skills. Having missed established routines or not had access to the full early years provision some pupils have shown evidence of lower self- esteem and engagement |
| 5 | Post lockdown children have had limited access to wider activities and enrichment – particularly in relation to sporting activities which is a core strength of our school’s work in the local community. As we are located in an area of high deprivation the school has provided the majority of wider enriching opportunities experienced by our pupils. The resumption of these experiences (Covid Restrictions allowing) is a central aspect of our strategic plan |

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.

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| Intended outcome | Success criteria |
| To achieve and sustain improved attendance for our disadvantaged pupils to bring them in-line with our non-disadvantaged pupils.  To further develop positive engagement with families, building aspirations and home learning. | Sustained high attendance from 2024/25 demonstrated by:   * the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. * the percentage of all pupils, who are persistently absent being at or below below 8% (last recorded national figure 2019) and the figure among disadvantaged pupils being at the same 8% or lower   Measured by half termly attendance data analysis. |
| Improved oral and language skills and vocabulary among disadvantaged pupils across school.  Ensure all learners including those who are disadvantaged have access to a curriculum by focusing on the systematic building of vocabulary within ‘word rich’, talking classrooms.  Ensure that planning clearly outlines what ambitious vocabulary should be acquired by children during each block of planning and elevate the importance of the complex subject specific vocabulary within each topic.  Impact of secure language skills to improve writing attainment for disadvantaged pupils by the end of KS2. | NELI assessments and observations indicate significantly improved speech and language skills for target pupils. This is evident when triangulated with other sources of evidence including pupil progress meeting discussions, engagement with lessons and ongoing formative assessment.  Children are using a higher level of vocabulary in and out of the classroom and vocabulary boards actively used in all classrooms. Children are confident and effective in the use of ambitious, subject-specific vocabulary.  Measured by rescreening and learning walks including  pupil voice.  Increase the % of disadvantaged pupils passing the Y1 phonics screening check – closing the gap between disadvantaged pupils and all pupils.  Writing outcomes improve each year so that by 2024/25 disadvantaged pupils writing attainment at the end of KS2 is in-line with all other children.  Measured by moderated teacher assessments against national  Expectations |
| Improved basic skills fluency for all pupils across school.  Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes improve each year so that by 2024/25 % of disadvantaged pupils who meet the expected and greater depth standards are in line with national expectations.  Teaching for Mastery approach is developed throughout all classes  Standardised assessments evidence increased numbers of disadvantaged pupils meeting the expected standard / Greater depth, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils. |
| To improve social, emotional and mental wellbeing (particularly self-regulation and resilience) for all pupils in our school, particularly our disadvantaged pupils. | Children have raised awareness of how their brain works and develop strategies that allow them to improve their ability to  effectively self-regulate.  Implementation of ‘Mental health Champions’ strategies to ensure there is a consistent approach to wellbeing throughout school.  Self-regulation attainment by the end of EYFS is in-line with national expectations by 2024/25.  Measured by fewer behavioural incidences reported which have a link to self-regulation issues alongside pupil voice, parent  survey and staff feedback. |
| Children will have a greater access to cultural and sporting experiences beyond the classroom as we begin to return to a pre-covid approach to experiential learning.  Children will increase participation in sporting activities to develop positive mindset and healthy lifestyles.  We shall seek to link PE and Sports Premium Planning with our Pupil Premium Plan to ensure that eligible pupils have full access to a wider range of activities. | Cultural Capital opportunities to be given to children by  -Prioritising school trips and visitors  -Enrichment clubs for physical activities and the arts  -Sports Premium funding used to develop access to sports and sporting facilities  Measured by positive responses from pupils and parents regarding visits and visitors. Increased participation by disadvantaged pupils in enrichment clubs |

## 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: £22796

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments - NTS  Training for staff to ensure assessments are interpreted and administered correctly.  To utilise NTS Analysis, SHINE, to ensure that progress of all is prioritised. | EEF: Diagnostic assessments provide opportunities to reflect on pupils’ thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or classes. Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step. | 2 3 |
| Staff training resources for RWInc scheme.  Portal for assessment and progress guide.  Training videos for staff with all groups and development days for staff support  To promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling through RWInc and then No-Nonsense Spelling into KS2  Handwriting programme to be fully embedded to promote continuous high expectations in handwriting. | Evidence shows that teaching phonics is the best way to teach  children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.  Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spelling should be explicitly taught. Teaching should focus on spellings that are relevant to the topic or genre being covered. | 2 |
| Development of our maths curriculum via planning and teaching in line with DfE and EEF guidance and staff CPD.  Introduction of Mastering Number programme for Early Years and KS1.  Staff training –Mastery linked with Mastery Mathematics and NCETM materials – linked to NW Maths Hub  Additional KS2 teacher (part-time) providing additional support for pupils with gaps in understanding (2021/22) | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches.  NW Maths Hub research for support for maths leads | 3 |
| School to embed becoming a ‘Thinking School’  Ongoing CPD for all staff over the course of the year to understand a consistent pedagogy of metacognition across school  (possible link to GM Murphy).  To embed thinking skills practices throughout the school and across the curriculum:  Vocabulary boards, Thinking Frames / Hats | Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the year.  There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. | 1 4 |
| CPD for subject leaders on developing the whole school Curriculum approach to ensure accessibility for the most vulnerable children  Century Tech to support remote learning | DFE – Education Recovery guidance.  EEF Teacher Toolkit. | 2 3 4 5 |

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

Budgeted cost: £42764 including £7685 recovery premium

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further support with phonics. | Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. | 2 |
| Embed NELI language screening programme.  NELI training for all EYFS / Y1 staff | EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months’ progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. | 2 4 |
| Additional part time teacher to deliver high quality interventions in KS2 Maths, Reading and Writing (2021/22)  Intervention teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching.  Shine Interventions linked to standardised  assessments | Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the adult to focus on the needs of a small number of learners and providing teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.  Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points.  Enhanced by a programme of CPD leading adults | 2 3 4 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | EEF - Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling  behind, both one-to-one and in small groups | 2 3 4 |

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

Budgeted cost: £30095

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To improve wellbeing for all children following Covid lockdowns through use of Trauma Informed Strategies.  Mental Health Champions programme for school council and KS2 classes  Staff CPD and whole school strategies in place to ensure emotionally available adults are always present. | EEF – ‘Social and emotional skills’ are essential for children’s development – they support effective learning and are linked to positive outcomes in later life. With the right support, children articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.  Childhood trauma has an adverse impact on children when there is no emotionally available adult as a protective factor. | 4 1 |
| Increased engagement with FSM families to support with attendance.  Attendance Officer to work with families. | Following Covid lockdowns our school attendance data shows that FSM attendance rates are lower than non-FSM attendance rates.  Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can’t Catch Up If They Don’t Show Up. If children miss school, they miss out. | 1 |
| Parent workshops throughout Reception and KS1 to support phonics and reading at home.  KS2 to support reading, spelling and maths strategies | Levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. | 2 3 5 |
| Reading for pleasure weekly books in KS1 and EYFS and reading passports across school  Library book audit and review | Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum. | 2 4 |
| Ensure pupils have a wide range of educational and enriching experiences as non-PP to enhance their cultural capital  Trips to library, museums, art galleries, religious buildings, etc. Visitors to school to enhance school curriculum. | EEF/Pupil Premium Awards research on the importance of experiential learning. Wider research regarding the importance of building cultural capital. 2014 National Curriculum defined cultural capital as ‘the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said’, usually relating to ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. The 2019 Education Inspection Framework serves the function of tackling social justice issues and emphasises that developing a curriculum aimed at improving the cultural capital of all pupils, regardless of starting points, backgrounds or individual needs, will contribute to the creation of successful, well-rounded and informed citizens. | 5 4 |
| After school sporting clubs to be offered linked to sports premium planning.  School knowledge of the importance of sporting experiences in our local community  Sports Council | The Social Mobility Commission report ‘An Unequal Playing Field’ uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks  Link to PE and Sports Grant Funding | 4 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified or to  support individual families in specific situations | 1 4 5 |

**Total budgeted cost: £95 655**

# 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 previous academic years.

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| 2022/23  Attendance remains below our own set target of 96% but above the national and local picture, this is mirrored in persistent absence and lates. Whilst we have again had a high number of illness absence we have also seen an  increase in holidays taken in term time. School continues to work closely with our Educational Welfare Officer and families to ensure children are in school ready to learn each day.  School has ensured National Tutoring Programme funding has been spent well, through Third Space Learning and an additional part time teacher for part of the year in KS2.  2021/22  Whilst many COVID-19 measures were removed from school in 2021/22 there was still a significant impact on attainment due to attendance and families and staff following the government guidance of staying at home when they had a +ve test. Families also struggled to access remote learning that was is in place as often parents were ill with covid alongside pupils that were off school.  Our sustained priority has been catch-up intervention and tuition alongside our annual intervention programme.  A part time teacher was employed alongside additional internal teacher hours to provide targeted tuition to plug specific gaps, school also employed tuition partners through Third Space Learning for maths and FFT for reading. All intervention / tuition supported progress for our pupils.  A clear focus on pupil mental well-being has also remained a priority to ensure our vulnerable pupils are well supported. Mental Health Champion training took place and the school council began to plan a well-being area, pupils are willing to talk about their worries as well as discussing what further support school could put in place for them and their peers.  2020/21  Whilst many COVID-19 measures significant changes had to be made over the 2020-2021school year in order to meet the specific needs which arose as a result of Covid.  Our sustained priority has been to ensure that all pupils remained safe and supported including practical support in terms of food vouchers, safeguarding and signposting to relevant services, remote learning was adapted to meet family needs with a hybrid model of technology based and paper-based learning resources for some. A well-planned home learning timetable was established with a full curriculum programme including live teaching via Teams throughout the day.  School liaised with all vulnerable pupils to encourage them into school and where they were unable to well-being and curriculum access was checked regularly throughout the week with families.  Upon return to school, teacher assessments were gathered to include work completed during lockdown and baseline assessments, this was followed up by PUMA and PIRA standardised assessments after the first two weeks to fully identify specific areas of reduced or delayed learning in literacy and numeracy. A supply HLTA was employed alongside additional internal teacher hours to provide targeted tuition to plug specific gaps.  Our recovery curriculum also had a clear focus on pupil mental well-being, with staff working closely with vulnerable pupils to mitigate the impact of Covid on many of our families.  However, despite all this, the attainment of our disadvantaged pupils was lower than non-disadvantaged pupils, with the gap widening by the end of the Spring term following the second lockdown. Outcomes were notably lower in the areas of writing and maths. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. |

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |