LONGTON LANE PRIMARY SCHOOL

***‘Believe and Achieve’***

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

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| Detail | Data |
| School name | Longton Lane Primary School |
| Number of pupils in school | 261 |
| Proportion (%) of pupil premium eligible pupils | 16.4% of current cohort Sept 2024 |
| Academic year/years that our current pupil premium strategy plan covers  **(3 year plans are recommended)** | 2024/2025  2025/2026  2026/2027 |
| Date this statement was published | September 2024 |
| Date on which it will next be reviewed | September 2025 |
| 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 | £84 610 |
| Recovery premium funding allocation this academic year | £ 0 |
| 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 | £84 610 |

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 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 support tasks to address identified gaps in learning through use of small group / individual work and research regarding targeted support which has 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 indicates that attendance among disadvantaged pupils is 3.8% lower than for non-disadvantaged pupils (91.7% PP / 95.5% non PP)  Our PA data is currently 9.4%, 26 pupils. Of the 26 pupils 13 are pupil premium recipients.  Punctuality data indicates before registers closed disadvantaged pupils at 1.61% compared to non-disadvantaged at 1.04%, similarly pupil premium at 1.44% compared to non PP at 1.1%  After registers closed disadvantaged pupils at 0.25% compared to non-disadvantaged at 0.09%, similarly pupil premium at 0.2% compared to non PP at 0.11%  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, 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 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 as they are finding writing at length and with flair a challenge. |
| 3 | The number of disadvantaged pupils meeting age related numeracy levels is significantly lower than their peers as evidenced by (includes current Sept 24 Y2-Y6 data from end of summer term 24).  Whole school achieving expected in end of Year NTS maths assessments 53.7%  Pupil premium cohort 47.4% / FSM cohort 44.4%  Whole school achieving greater depth in end of Year NTS maths assessments 31.9%  Pupil premium cohort 26.3% / FSM cohort 27.0%  A gap analysis indicated numeracy basic skills including fractions, decimals and percentages and times-tables 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 | Across school an increasing number of eligible pupils have indicated signs of concern around well-being, self -regulation and socialising skills. This can also be seen with some pupils showing evidence of lower self- esteem and engagement. EYFS have a higher number of children demonstrating a lack of school readiness. |
| 5 | School is located in an area of some deprivation and so has provided the wider enriching opportunities experienced by our pupils. The continuation of this is a central aspect of our strategic plan, particularly in relation to sporting activities to ensure it is a core strength of the school’s work in the local community. |

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 2026/27 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% 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.  Children will produce better quality writing with accurate spellings and appropriate grammatical structure, they will feel more confident when writing. | 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.  Children will be enthusiastic when writing, they will spell accurately and work books will show correct grammatical structures. Handwriting will be neat and of a joined legible style.  Across school writing will be of a standard that meets the expected level or exceeds it, disadvantaged pupils will perform at least inline with non-disadvantaged peers.  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 2026/27 % 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  Teaching of times tables is consistent and clear, monitoring will evidence this.  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. | Pupils will voice feeling safe in school and know who to talk to as appropriate.  Staff are well trained and confident to support pupils with concerns and worries.  Self-regulation attainment by the end of EYFS is in-line with national expectations by 2026/27.  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.  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 this academic year to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £19764

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for staff to ensure NTS 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 |
| CPD for staff as relevant to ensure confidence in composition strategies and how to model and support pupils  English lead to attend Teaching Hub 7 day course for English leads. Information will then be cascaded to all staff.  Cross moderation and monitoring of writing across the school | Data analysis and book looks will evidence areas of CPD  EEF: Seven stages of improving literacy demonstrates successful ways to improve writing (poster and guidance). | 2 |
| Development of our maths curriculum via planning and teaching in line with DfE and EEF guidance and staff CPD.  Staff training –Mastery Mathematics and NCETM materials – linked to NW Maths Hub, Sustaining Mastery programme  CPD around in class intervention strategies to supp mastering number | 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  Analysis from school monitoring shows application of known facts as an area to work on | 3 |
| CPD for staff regarding a therapeutic approach and clear understanding of ACEs to underpin our ‘Relationships and Behaviour’  Policy. | DFE – Education Recovery guidance.  EEF Teacher Toolkit.  Paul Dix ‘When the Adults Change, Everything Changes’ | 2 3 4 5 |

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

Budgeted cost: £37764

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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 HLTA hours to deliver high quality support in KS2 Maths, Reading and Writing  Intervention teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching.  Shine analysis and resources to support teachers plan tasks to help children narrow gaps in specific areas of reading, maths and SPaG | Small group supports 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. It also 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 |
| 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 |
| 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, extended into KS2 to support those who are still struggling with phonics.  Beat Dyslexia/ IDL confident learning support assistants relevant to KS needs  To promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling through RWInc and then Pathways to Spell 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 (this links to Pathways to Write). | 2 |

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

Budgeted cost: £27082

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To improve wellbeing for all children through the use of Therapeutic strategies.  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 Disadvantaged families to support with attendance.  School EWO to work with families and attendance action plan to include PA and vulnerable families. | Research by the Centre for Social Justice details the national impact of the pandemic upon school attendance – Kids Can’t Catch Up If They Don’t Show Up. If children miss school, they miss out.  New ‘Working together to improve school attendance’ August 2024 | 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  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 |
| Lego therapy - staff training and used as an activity for identified groups | Research details the positive impact of Lego therapy, this will support our many ASD and ADHD children in particular. | 1 4 5 |
| Nurture Lead to support families through EHAT and face to face meetings | EHAT supports school when family needs cannot be addressed in a single agency approach  Time given by nurture lead to vulnerable families has built relationships that enable school to support / signpost to ensure that change can happen and be sustained. | 1 4 |

**Total budgeted cost: £84 610**

# 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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| 2023/24  Attendance remains below our own set target of 96% but just 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.  Writing has become significantly lower in outcomes this academic year, especially handwriting and the application of grammatical structure alongside stamina for writing. |

**Externally provided programmes**

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

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| Programme | Provider |
| MARK analysis | NTS assessments / SHINE |
| Online Times Tables Support | TT Rock Stars |
| Support for Phonics | RWInc |
| Whole school spelling programme | Pathways to Spell |
| Whole school writing programme | Pathways to Write |
| Online tracking system | ARBOR |
| Online Maths programme | Maths Seeds |