



Long Mountain CE Primary School Pupil Premium Strategy 2022-2023

For the financial year 2022-2023, Long Mountain CE Primary school has been allocated £ Pupil Premium funding. Primary schools receive £1,320 for each child registered as eligible for free school meals, at any point in the last 6 years. Primary Schools receive £1900 for Children who are Looked After.

This additional funding is used in school to support the attainment of children eligible for pupil premium and to close the gap between their attainment and those of their peers.

Key Information	
School name	Long Mountain CE Primary School
Pupils in school	98
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£30, 320
Academic year or years covered by statement	2021-2022
Publish date	June 2022
Review date	June 2023
Statement authorised by	Governing Body
Pupil premium lead	Beth Rowe
Governor lead	Sam Anderson

Summary of barriers to learning and challenges facing our pupils in receipt of PPG:

Barriers within school

1. Risk of children in receipt of pupil premium not making expected progress within school.
2. Children's learning behaviours and readiness to learn is not always well developed.

External barriers

1. Financial and transport considerations make accessing extra-curricular activities difficult for many PPG children.
2. Social, emotional and mental health & well-being needs impact many families and their children. This can result in persistent absence, which in turn adversely impacts children's progress in school.
3. Need for support for our parents and families to see the value of learning and high aspirations.
4. Financial considerations limit children's ability to access specialist music lessons, trips and residential opportunities.

Action/Approach	Evidence and rationale for this choice.	How will we ensure it is implemented well?	When will implementation and impact be reviewed?	Who is leading this? What is the cost?
Develop QFT in English and Maths	EEF research indicates that investment in QFT has a more significant impact on disadvantaged pupils than it does on non-FSM pupils.	Rigorous cycle of monitoring and reflection by all staff: learning walks, peer-to-peer commentary and feedback, book trawls and pupil conferencing will form our evidence base. Key question: is the gap between the progress and attainment of our FSM pupils and our non-FSM pupils narrowing?	Improved outcomes for FSM pupils in summative assessments. Summer 2023 – ASP data (have we reduced gap in progress measures for our FSM pupils?) compare to previous data.	BR BD (English) MF (Maths) 6 x days supply (£1200) Training – John Murray (£2000) Investment in Reading Rocketeers to support targeted group reading intervention. (£500)
Develop TA skills in delivering reading interventions.	EEF research indicates that high quality training supports delivery of quality first teaching.	CTs to implement reading interventions using knowledge of lowest 20%/year group to inform who is targeted. TAs receive training (collectively) to deliver high quality reading intervention.	Summer 23 – end of year outcomes PPG pupils should show gap is narrowing.	see above
Investment in SSP resources	EEF evidence supports investment in highest quality phonics resources and training as key in improving outcomes	Include training for KS2 staff to support pupils who have left KS1 but who are not yet phonically secure.	Autumn 2021 (Nov) – identify pupils at risk of falling behind or not	BR/BD/EW £4000

	<p>for FSM pupils. We know that children who leave KS1 without achieving a pass mark in the phonic screening, are significantly disadvantaged as readers throughout the rest of their school life.</p>	<p>All FSM pupils achieve the Y1 phonic screening pass mark</p> <p>FSM pupils have a reading age in line with their chronological age.</p>	<p>making expected attainment in Y1 phonic screen.</p> <p>Star Reader test results (reading age).</p> <p>Implementation of phonics intervention in Classes 3 and 4 – monitor progress (half termly).</p>	
<p>Targeted TA support</p>	<p>TA support to run nurture groups (to help overcome barrier of low self-confidence and low-aspiration).</p> <p>TA support to run targeted interventions to support FSM pupils to close the gap between their progress and attainment and that of their peers.</p> <p>Rationale: in some cases targeted interventions have been shown to be the most high impact way to improve outcomes for FSM pupils - used in combination with QFT.</p>	<p>Pupil surveys and conversations to monitor well-being. Improved attendance for persistent absentees in FSM group.</p> <p>Monitor implementation and outcomes of all interventions – set clear SMART targets and assess impact with support of SENDCo, CT and TAs.</p>	<p>Ongoing monitoring throughout year.</p>	<p>BR £25 000</p>

Assist FSM pupils with payment for enrichment activities and to attend extra-curricular activities.	Support families to remove financial barriers to participation in extra-curricular and enrichment activities.	Do all FSM pupils access enrichment activities?	Ongoing monitoring throughout year.	BR £2000
Provide specialist 'alternative provision' on site.	Commando Joe programme to build confidence and overcome barriers of low self-esteem and lack of resilience.	Is there an improvement in self-confidence and resilience?	Pupil conversation/interviews. Observation in classroom. Feedback from staff delivering intervention.	BR £2560