

# Pupil premium strategy statement – Long Mountain Church of England Primary and Pre-School

This statement details our school’s use of pupil premium (and recovery 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	101 (Dec 23)
Proportion (%) of pupil premium eligible pupils	14.9% (Dec 23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	1 Year ( Due to fluctuations in the number of pupils between years)
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jon-Anders Rowlands
Pupil premium lead	Jon-Anders Rowlands
Governor / Trustee lead	David Stacey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,900
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,030
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£24,930

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that no pupil is disadvantaged as a result of their socio-economic context. Long Mountain Church of England Primary School believes that all pupils should have equal opportunities in education, to maximise and promote their learning. As a truly inclusive primary school, we believe that all pupils should experience a challenging, happy and enriched provision in order to achieve their true potential.

Our intent is always to;

- Provide quality first teaching and enriched learning opportunities to meet the needs of all pupils.
- Remove barriers to learning generated by poverty, circumstance or background.
- Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils.
- Accelerate progress.
- Make sure appropriate provision and support is made for disadvantaged pupils.
- Enable all pupils, including disadvantaged pupils, to develop resilience, a positive mental attitude and an understanding of their own emotional, mental and social well-being.
- Provide a range of opportunities and strategies to support pupils in developing their learning, their knowledge and understanding and their onward educational journey.

Our intention is that all pupils, irrespective of their background or the barriers/challenges they face, make good progress and achieve at least Age Related Expectations. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already above expected standard.

## Challenges

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

Challenge number	Detail of challenge
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.
3	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.
4	Financial and transport considerations make accessing extra-curricular activities difficult for many PPG children.

5	Need for support for our parents and families to see the value of learning and high aspirations.
6	Financial considerations limit children's ability to access specialist music lessons, trips and residential opportunities.

## 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
Maximise the progress of all children, including disadvantaged pupils, make in their learning and development, relative to their current point of progress. A focus will be placed specifically on language, reading, maths and communication skills.	Using formative and summative data to ensure intervention is in place enabling FSM children to make age related progress by end of academic year.
Parents are actively engaged in their child's learning and promote a positive attitude towards education.	Parental communication is effective especially when providing emotional support to pupils. Parents attend parents' evenings. Parents support homework. Pupil attendance is in-line with peers.
Pupils emotional and mental health needs are met and receive necessary support when required.	All pupils feel safe and happy at school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members.
All pupils have access to equal opportunities to participate in extra-curricular activities, trips & visits, and residential.	All pupils in receipt of pupil premium are able to participate in chosen extra-curricular activity. All pupils attend trips and visits. All pupils attend residential.
Disadvantaged pupils have access to the necessary IT equipment, internet and/or resources to carry out homework and/or home learning.	Pupils can complete homework. Pupils carry out home learning successfully and submit work each day/week during any periods of illness/enforced isolation.

## 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: £13,555.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff and teachers (internal and external). Subject specific and general (Quality First Teaching) including resources.	The EEF 'tiered model approach' promotes the use of Quality First Teaching in improving outcomes of pupils.  <a href="https://www.eef.org.uk/eef-projects/tiered-model-and-menu-of-approaches-1.0-pdf">Tiered_model_and_menu_of_approaches_1.0_pdf.pdf</a> (d2tic4wvo1iusb.cloudfront.net)	1
1:1 data meetings regarding PP to ensure that pupils are being monitored correctly and making progress.	The DfE guidance/research shows that specific teacher training impacts outcomes for pupils. The focus on pupils in receipt of PP funding will ensure correct intervention and scaffolding is provided.	1
Use of TAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate progress	Sutton Trust's 2011 report revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. This has been highly successful in the past. Use of intervention plans ensured that children made significantly better than average progress in reading, and mathematics. Use of TAs enabled higher adult to pupil ratios within classes to support teaching and learning.  Education Endowment Foundation (EEF) also suggests that strategic deployment of TAs is important to ensure priority pupils are supported.	1
<i>Use of Accelerated Reader and Times Table Rock Stars</i>	This has worked well for the last 3 years and is also supported by evidence from EEF.	1, 3, 6

	Effective use and outcomes of TTRS reported by other schools.	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 12,355.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
121 and small group TA-led provision based on teacher directed activities following half-termly progress review	Third Space Learning suggests a variety of 121 intervention methods to provide individual support. Some children would benefit from targeted support to catch up and 'close the gap'. We have found that focused TA-led in-lesson support has worked well in addressing gaps in progress in previous years and is supported by evidence from other schools.	1
Specialist Teacher sessions provided by Positive Leap during Autumn Term	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Through internal data and daily monitoring we have identified a number of children who would benefit specialist tuition for both literacy	1

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

Budgeted cost: £1,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced charge for children in receipt of pupil premium for childcare costs, if requested.	EEF research indicates that providing before-school breakfast / after-school clubs at a reduced cost can benefit	3,5

	<p>pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>EEF also suggests that Extended school time encompasses purposeful changes to the school day or the school calendar.</p>	
No charge for children in receipt of pupil premium for extra-curricular activities, if requested.	EEF research indicates these approaches may increase engagement in learning. This can extend upon core teaching, such as targeted after school programmes.	3,5
Reduced cost for trips & visits and residential, if requested.	Third Space Learning evidence shows that wider experiences have positive benefits on learning, self-confidence, self-efficacy and motivations, especially for most vulnerable children.	4,5
Ensure that children have access to emotional support within school. TA to be trained in No Worries to support pupils with anxiety	No Worries is a group programme for reducing anxiety, based on cognitive behaviour therapy (CBT) principles. This approach has been successfully used in many local schools.	4

**Total budgeted cost: £ 27,460.86 (overspend to be met by school budget)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2022/2023 suggested that the performance of disadvantaged pupils continued to be lower than their peers – particularly in writing.

#### 2022-2023 National Assessments

The provisional data from Perspective Lite compares the performance of our pupil premium pupils in Year 6 to all pupil premium pupils in the Local Authority and Nationally. The data clearly evidences a gap between local and national averages that is being addressed by the school.

##### ATTAINMENT & ASSESSMENTS

Subject	Level	Long Mountain CE Primary School (3126)		Local Authority - Shropshire		National (State-funded schools)	
		Value		Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	0.0%		39.0%	-39.0%	44.2%	-44.2%
	GDS/High Score	0.0%		1.7%	-1.7%	3.2%	-3.2%
Reading	≥Exp.Std.	0.0%		58.2%	-58.2%	60.3%	-60.3%
	High Score	0.0%		15.3%	-15.3%	17.4%	-17.4%
Writing (TA)	≥EXS	0.0%		51.5%	-51.5%	58.2%	-58.2%
	GDS	0.0%		4.6%	-4.6%	6.6%	-6.6%
Maths (test)	≥Exp.Std.	0.0%		52.2%	-52.2%	59.0%	-59.0%
	High Score	0.0%		8.4%	-8.4%	13.0%	-13.0%

##### PROGRESS

Subject	Level	Long Mountain CE Primary School (3126)		Local Authority - Shropshire		National (State-funded schools)	
		Value		Value	Gap	Value	Gap
Reading	Avg. Prog. Score	-7.45		-0.79	-6.66	-0.84	-6.61
	Conf. Int.	±7.12 -14.57 to -0.33		±0.48 -1.27 to -0.31	n/a	±0.03 -0.87 to -0.81	n/a
Writing	Avg. Prog. Score	-5.73		-1.03	-4.70	-0.66	-5.07
	Conf. Int.	±6.84 -12.57 to +1.11		±0.47 -1.50 to -0.56	n/a	±0.03 -0.69 to -0.63	n/a
Maths	Avg. Prog. Score	-7.75		-1.86	-5.89	-1.01	-6.74
	Conf. Int.	±6.69 -14.44 to -1.06		±0.45 -2.31 to -1.41	n/a	±0.03 -1.04 to -0.98	n/a

#### Impact of Wider Strategies

Teacher training took place to improve consistency and quality first teaching. This has developed our reading, writing and non-core curriculum subjects to ensure consistency. This continue this year as it was felt that whilst this developed (2022-23), we need to fully implement and embed this practice in school.

All disadvantaged pupils in Year 5/6 attend the residential.

## Externally provided programmes.

Programme	Provider
Nuffield Early Language Intervention	School ( funded by Shropshire Council)
Talk Boost Intervention	Telford & Wrekin (funded by Shropshire Council)

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A – no service children
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A – no service children



## Further information (optional)

The school will also look to deploy additional IT resources (through tablets/laptops), or sought alternative provision if Wifi at home was an issue, to support any disadvantaged child to complete homework or home learning during any illness or enforced stay at home due to Medical Needs.  
This is not dependent on pupil premium or recovery premium funding