

Pupil premium strategy statement – Long Mountain CofE Primary School

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 | 109 |
| Proportion (%) of pupil premium eligible pupils | 12.3% |
| 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) | In year due to mixed age group classes |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| 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 | £27730 |
| 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> | £27730 |

Part A: Pupil premium strategy plan

Statement of intent

At Long Mountain Primary School we aim for all children to reach their potential. Pupils that are in receipt of Pupil Premium face particular barriers in reaching their full potential. At Long Mountain Primary School we ensure that these barriers are overcome, and the pupils are supported in the best possible way to ensure they can succeed.

At Long Mountain we are seeing an increase in other barriers to learning (e.g. engagement, attending extra-curricular activities, pastoral needs, etc) that also have an impact on academic outcomes. Therefore, we have also sought to use Pupil Premium funding to overcome these potential issues

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-----------------------------------------------------------------------------------------------------|
| 1 | Low levels of attainment and progress for pupils in receipt of pupil premium, especially in writing |
| 2 | Emotional vulnerability of children in receipt of pupil premium |
| 3 | Low attendance rates of some pupil premium pupils. |
| 4 | Additional costs limits access to extra-curricular clubs, educational visits, music tuition etc. |
| 5 | Additional costs limits access to ICT equipment which is required for learning at home |

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 |
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| Children in receipt of pupil premium achieve their expected target in line with their peers with similar starting points. | 80%+ make expected or better than expected progress in reading, writing and mathematics. |

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| Pupils emotional and mental health needs are met and receive the 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. |
| Pupils attend school regularly. | Pupil attendance is in-line with peers. |
| All pupils have access and equal opportunities to participate in extra-curricular activity, 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 can access ICT programmes at home to further support their learning. KS1 pupils will access online reading resources |

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: £ 18,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| A focus in boys' writing for all year groups as data last year showed a significant difference between PP and non-PP pupils' attainment | Data shows that there is a significant gap between PP and non-PP pupils. A whole school focus will continue to take place. | 1 |
| CPD for staff and teachers (internal and external). Subject | The EEF 'tiered model approach' promotes the use of Quality First Teaching in improving outcomes of pupils. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil- | 1 |

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| specific and general (Quality First Teaching) including resources and adaptive teaching. | premium/Tiered model and menu of approaches 1.0 pdf.pdf?v=1649418813 | |
| Use of TAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE. | Use of TA's enable higher adult to pupil ratios within the class to support teaching and learning. Planned interventions set at pupil progress meetings focusing on small steps. This has been highly successful in the past. Sutton trust 2011 report. | 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. Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) | 1 |
| Use of Accelerated Reader and Times Table Rock Stars. | Accelerated reader and Times Tables Rock Stars has proven popular in enthusing pupils to read/times tables practise. The EEF provides evidence for the impact of Accelerated reader. Accelerated reader and Times Tables Rock Stars also offer further tracking to monitor progress. | 1,6 |

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

Budgeted cost: £6630

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| 1:1 or small group interventions. Either in-class support or 'out of lesson' support will be provided. | The EEF provide evidence that 'Small group intervention and Teaching assistant interventions' can have an impact on pupils making progress and reaching their attainment targets. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) | 1 |
| ICT equipment provided | The EEF explains that ICT can impact positively on learning if a carefully considered approach is implemented. EEF_Digital_Technology_Summary_of_Recommendations.pdf Further to this, the phonics programme requires ICT equipment to access ebooks | 1,6 |

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

Budgeted cost: £ 2500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Attendance focus in assemblies | The DfE highlight 'The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.' The guidance explains how incentives can promote good attendance. Working together to improve school attendance (publishing.service.gov.uk) | 3 |
| Funding provided for extra-curricular activities (e.g. music tuition). | EEF research indicates that providing before school breakfast / after-school clubs at a reduced cost can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. | 3,5 |
| Wrap-around care cost reduction. If requested. | EEF research indicates that providing before-school breakfast / after-school clubs at a reduced cost can benefit pupils, by improving concentration, behaviour and progress. | 3,5 |
| After school clubs provided (1 internally) | Providing children with a variety of enrichment activities is likely to have a | 3,5 |

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| provided per pupil per term.) | positive impact on their holistic development as it may give them access to a new skill or opportunity, they may not have been exposed to enrichment opportunities, music lessons, Trips and visits previously. Furthermore, evidence suggests that enriching the curriculum with further learning opportunities beyond the classroom will have a positive impact on overall attainment. The EEF study below suggests this impact could be up to 3 months progress, and therefore could positively contribute to closing the attainment gap for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation . The EEF research acknowledges the importance of sport in maintaining a fit and healthy body and mind and shows some impact on attainment and engagement. Physical activity EEF (educationendowmentfoundation.org.uk) | |
| Funding towards residential trips and educational visits. If requested. | | 3,5 |
| Pupils to have access to ELSA support. ELSA x 9 hours per week | Evidence suggests that children from disadvantaged backgrounds have weaker SEL skills at all ages which are linked with poorer mental health and lower academic attainment. School level and wider (specialist level) support is recognised as overcoming this. Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 2,3 |
| Use of further external pastoral support | | 2,3 |
| The development of a Nurture Group to support pupils | | |

Total budgeted cost: £ 27730

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a school we assess pupils using standardised tests and other assessments

including:

- *NTS standardised assessments*
- *GAPS standardised assessments*
- *Accelerated Reader reading data*
- *Teacher assessments.*

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils continued to be lower than their peers – particularly in writing.

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 continues this year as it was felt that consistent practice was in place and focused areas can be explore further. Further training around adaptive teaching will benefit all learners including those in receipt of pupil premium.

TA hours are focused on academic and pastoral needs of pupils. The use of a ELSA proved positive – particularly with an increase of pupils showing pastoral needs beyond the classroom.

The provision of clubs to our children in receipt of pupil premium had a positive impact and allowed pupils to have opportunities that they previously would not. This will continue this year.

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 |
|--------------------|----------------------|
| Phonics Shed | Literacy Shed |
| Accelerated Reader | Renaissance Learning |
| Nessy | Nessy learning |
| TT Rockstars | Maths Circle |

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|-------------------|-------------------|
| White Rose Maths | White Rose Maths |
| Spelling Pathways | Literacy Pathways |