

# Long Mountain CE Primary School Pupil premium strategy statement



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	103
Proportion (%) of pupil premium eligible pupils	18.6%
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 mixed age group classes
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£26,470
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>	£26,470

## Part A: Pupil premium strategy plan

### Statement of intent

At Long Mountain CE Primary School, our aim is to ensure all pupils flourish, develop and grow and that they are supported in reaching their full potential.

We understand that pupils in receipt of Pupil Premium funding face particular barriers and we are committed to support pupils in overcoming these. Our aim is to raise the attainment and progress of our Pupil premium children so that they can achieve their full potential.

At Long Mountain, we are seeing an increase in other barriers to learning (e.g. engagement, 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.

We have also seen the positive impact on pupils in receipt of Pupil Premium funding in attending wider school opportunities (e.g. extra-curricular clubs). This has improved attendance, engagement and exploration of interests and talents beyond the school curriculum. This will therefore remain a priority going forward for our pupils.

### 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 academic attainment and progress for pupils in receipt of pupil premium.
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, etc.
5	Additional costs limits access to ICT equipment which is required for learning at home (e.g. Bug Club Phonics, TTRS etc).

## 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
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.
Pupils' emotional and mental health needs are met and they receive the necessary support when required.	All pupils feel safe and happy at school, maintain 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 programs at home to further support their learning.

## 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: £ 15,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
A focus in maths 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 specific and general (Quality First Teaching), Maths Mastery including resources and adaptive teaching.	The EEF 'tiered model approach' promotes the use of Quality First Teaching in improving outcomes of pupils. <a href="https://www.educationendowmentfoundation.org.uk/quality-first-teaching/tiered-model-and-menu-of-approaches-1.0-pdf.pdf">Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	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 ARE.	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. <a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit-eef">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	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. <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614442/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice.pdf">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a>	1
Use of Accelerated Reader and Times Table Rock Stars.	Accelerated reader and Times Tables Rock Stars have proven popular in enthusing pupils to read and to practice their times tables. 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: £ 5,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. <a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit-eef">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	1

ICT equipment provided	The EEF explains that ICT can impact positively on learning if a carefully considered approach is implemented. <a href="#">EEF Digital Technology Summary of Recommendations.pdf</a> Further to this, the phonics program we use requires ICT equipment to access e- books.	1, 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,110

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. <a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a>	3
Funding provided for extra-curricular activities.	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
After school clubs provided (1 internally provided per pupil per term.)	Providing children with a variety of enrichment activities is likely to have a 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, trips and visits previously.	3, 5
Funding towards residential trips and educational visits. <i>If requested.</i>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> .	3, 5

	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. <a href="https://www.educationendowmentfoundation.org.uk/Physical-activity-EEF">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	
Pupils to have access to ELSA support.	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. <a href="https://www.educationendowmentfoundation.org.uk/Social-and-emotional-learning-EEF">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Use of further external pastoral support		2, 3

**Total budgeted cost:**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

<p>Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils continued to be lower than their peers – particularly in maths.</p> <p>Teacher training took place around reading and writing during the last academic year, which led to greater engagement and outcomes for pupils. This academic year through CPD the school will develop their understanding of adaptive teaching and Maths Mastery through the RISE support the school is receiving.</p> <p>TA hours are focused on academic and pastoral needs of pupils.</p> <p>The use of an ELSA proved positive – particularly with an increase in the number of pupils showing pastoral needs beyond the classroom. A large proportion of ELSA support was for pupils in receipt of pupil premium.</p> <p>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.</p>
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### **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.*

<b>Programme</b>	<b>Provider</b>
Phonics Shed	Literacy Shed
Accelerated Reader	Renaissance Learning
Nessy	Nessy learning
TT Rockstars	Maths Circle
Jungle Club Spelling – years 2-4	FFT