

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

Detail	Data
School name	Long Meadow Primary
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Philip Gray, Headteacher
Pupil premium lead	Kerrie Evans, Assistant Headteacher
Governor / Trustee lead	Chris Bond

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,976
Recovery premium funding allocation this academic year	£13,693
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,669

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, regardless of their background, or the challenges they face, make good or better progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils, including those who are high attainers, to achieve that goal.

We are an inclusive school and quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and will simultaneously benefit the non-disadvantaged pupils in our school. As well as the intention that disadvantaged pupils will achieve as well academically as their non-disadvantaged peers, we also consider other factors which could affect their development as a whole, such as their self-esteem and aspirations for the future.

We will consider the variety of challenges faced by disadvantaged pupils and identify strategies to overcome these challenges so that these do not become a barrier to their success. While pupil premium money is not ring-fenced or applied in a set way to specific children, we will ensure that all strategies we employ benefit all disadvantaged pupils.

Our approach is based on a detailed understanding of the children in our school, the strategies that have the greatest impact and a cycle of assessment. This allows us to reflect upon and tweak our pedagogy. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	Our assessment information, learning observations and evidence from book scrutinies during this academic year shows that more disadvantaged children are working below age related expectations than non-disadvantaged children in Maths (32% compared to 17%).
2	Our assessment information from this academic year, book scrutinies and observations of learning shows that more disadvantaged children are working below age related expectations than non-disadvantaged children in Writing (48% compared to 32%) with specific weaknesses in spelling and grammar as identified by teachers.
3	Data from our school behaviour system TrackitLights this term and discussions with teachers shows that disadvantaged pupils read less widely than non-disadvantaged pupils both in school and at home.
4	Data from our school behaviour system TrackitLights this term and discussions with teachers and our learning mentor show that disadvantaged pupils receive more orange and yellow consequences than non-disadvantaged pupils: Orange consequences per child = 2.52 vs 1.3, Yellow consequences per child = 0.33 vs 0.23 and require more support in class to regulate their emotions.

5	Our attendance data from this academic year indicates that attendance among disadvantaged pupils is between 3-4% lower than for non-disadvantaged pupils. Discussions with teachers show that poor attendance is having a huge impact on the progress and attainment of disadvantaged children.
6	Our assessments, observations and discussions with pupils and their families indicate that the education and wellbeing of many of our disadvantaged pupils have been negatively impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  We have identified social and emotional issues for many pupils, along with a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

### 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
To achieve and sustain improved attainment in maths for all children, particularly our disadvantaged pupils.	Sustained improved outcomes from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>The gap between disadvantaged and non-disadvantaged pupils being reduced by 10%</li> </ul>
To achieve and sustain improved outcomes in writing for all children, particularly our disadvantaged pupils.	Sustained improved outcomes from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>The gap between disadvantaged and non-disadvantaged pupils being reduced by 20%.</li> </ul>
To ensure that disadvantaged pupils are reading more widely in order to further improve their attainment in reading.	Sustained improved outcomes from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>The gap between how often disadvantaged and non-disadvantaged pupils read at home being reduced by 20%.</li> <li>Continuing to use Read Write Inc to ensure that the gap in reading ability remains closed between disadvantaged and non-disadvantaged pupils.</li> </ul>
To ensure that disadvantaged pupils are consistently able to regulate their own behaviour and make positive choices	Sustained improved outcomes from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>The gap between disadvantaged and non-disadvantaged pupils for receiving orange and yellow consequences is negligible.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged and non-disadvantaged peers being reduced by 3%.</li> </ul>

## 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: £15,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing knowledge of how to improve fluency in Maths</p> <p>This will involve training for staff during CPD sessions to explore and practise strategies as well as time for the Maths lead to meet with SLT and deliver training for parents</p>	<p>The EEF Guide to the Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	1
<p>Developing knowledge of how to improve grammar skills in English, particularly basic sentence construction and demarcation.</p> <p>This will involve training for staff to explore and practise strands of grammar as well as time for the English lead to meet with SLT and deliver training for parents</p>	<p>The EEF Guide to the Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	2
<p>Purchase of Doodlespell (spelling app) and DoodleEnglish (English app) to support children to practise their spelling at home</p> <p>This will also involve the use of a lunchtime 'homework club' to target disadvantaged pupils who may need extra support/ a quiet place to complete their homework</p>	<p>The EEF toolkit shows that homework, particularly using digital technology, has a positive impact on all pupils, but particularly those from a disadvantaged background.</p>	2
<p>Developing knowledge of how to create a reading for pleasure culture in the classroom</p> <p>This will involve CPD led by the English lead to introduce strategies as</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>Reading enjoyment has been reported as more important for children's educational</p>	3

well as the purchase of high-quality, engaging books for the children to read	success than their family's socio-economic status (OECD, 2002)	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £26,067

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Tutoring to target disadvantaged children who are working below expectations  This will involve 1:1 tutoring after school as well as targeted tutoring in lessons	The EEF Guide to the Pupil Premium purports that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	1
Small intervention group to target grammar and spelling skills when writing with disadvantaged children who are working below expectations (using Rising Stars: On Track English, DoodleSpell, DoodleEnglish and Read Write Inc.)	The EEF Guide to the Pupil Premium purports that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	2
Small intervention group to target maths skills with disadvantaged children who are working below expectations (using DoodleMaths, Times Table Rockstars and Testbase)	The EEF Guide to the Pupil Premium purports that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	2
Disadvantaged pupils who do not read at home to read daily with an adult	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	3
Reading Leader for Read Write Inc to continue to carry out coaching and weekly practise sessions for reading teachers, as well as continuing to assess all children each half term and run information/ coaching sessions for parents.  Reading leader to engage in Read Write Inc Development Days and continue to develop staff	Evidence suggests that effective teacher coaching does lead to conditions that underpin school improvement. Specifically, the positive effect was most evident when there was alignment between the coaching approach and the tenets of collaborative professionalism (Hargreaves and O'Connor's 2018)	3

practice through reflective approaches.		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,867

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of Zones of Regulation. This will involve training for staff to develop their use of this in the classroom as well as time for the SENDCO to meet parents to discuss how to implement this at home	The EEF toolkit shows that behaviour interventions, particularly those that focus on self-management have a positive impact on disadvantaged pupils.	4
Learning Mentor to reach out and offer support to parents of disadvantaged children who are receiving orange and yellow consequences	According to the EEF toolkit the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	4
Pupil Premium lead to track and monitor the overall support for disadvantaged pupils and ensure that this is having an impact on their academic achievement and their well-being. This will be done through lesson observations, discussions with pupils and staff and analysis of relevant data.	In the EEF toolkit, it states that feedback is a well-evidenced strategy and has a high impact on learning outcomes. Effective feedback provides specific information on how to improve which is why our approach needs to be as reflective and specific as possible.	1, 2, 3, 4, 5 and 6
Weekly participation in Outdoor Learning for targeted pupils, including those who are disadvantaged with our HLTA	Many aspects of outdoor education require collaborative teamwork and the EEF toolkit states that this has a positive impact on pupils, specifically when there is responsibility for a joint outcome.  <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	4 and 5
Sports Coach to support the behaviour and well-being of all pupils during PE lessons, sports interventions and after school clubs, with a focus on disadvantaged pupils, including sports participation, self-regulation and leadership skills.	According to the EEF, there is a positive impact of physical activity on academic attainment and there is also some evidence that involvement in extra-curricular sporting activities may increase pupil attendance.	4, 5 and 6

<p>Wider school activities to raise the aspirations of disadvantaged pupils, particularly those who are high attainers, including a visit to a university, aspirations day and the creation of 'reading champions'</p>	<p>While, as stated by the EEF, evidence that links interventions with raising aspirations is not clear, to meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p>	<p>3, 4, 5 and 6</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice, including having high expectations for attendance and conveying clear messages about how attendance affects attainment.</p> <p>This will involve training for staff to develop and implement new procedures and time for PP lead to meet governor linked to attendance to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>

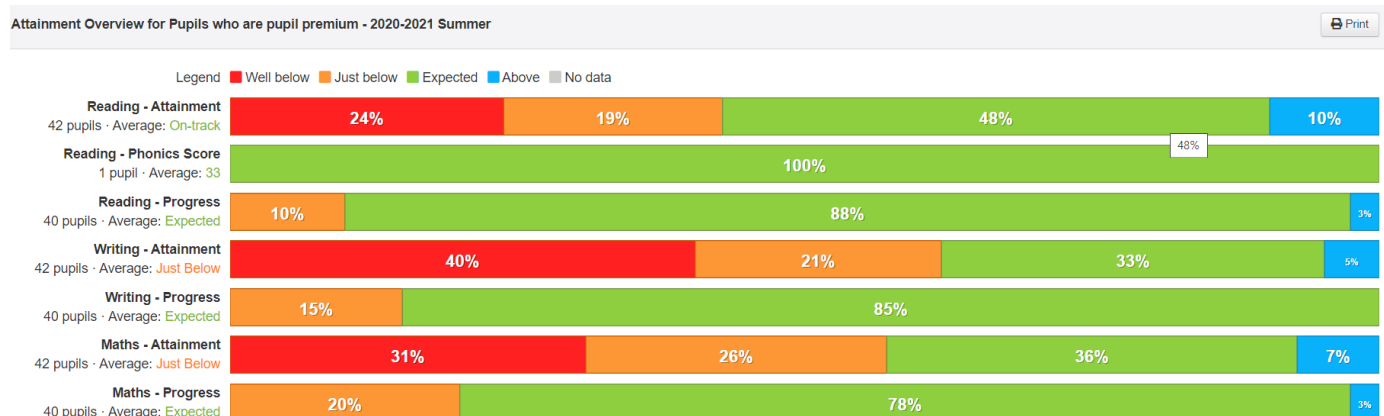
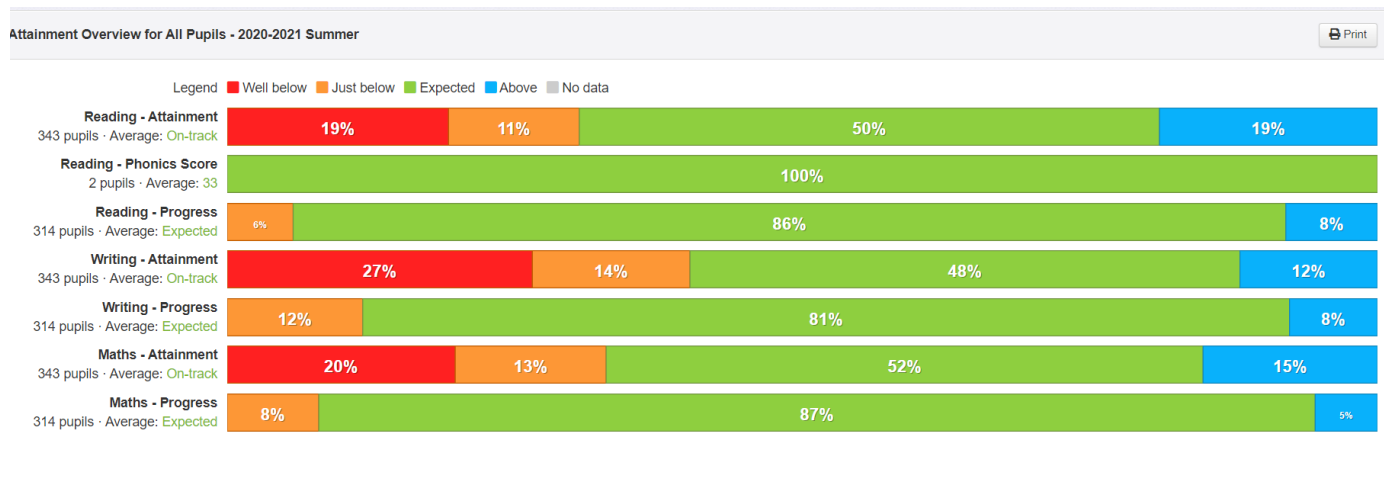
**Total budgeted cost: £69,867**

## 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 the 2020 to 2021 academic year.

- Due to COVID-19 it is difficult to accurately evaluate the outcomes on attainment at this point, however disadvantaged pupils are performing less well than non-disadvantaged pupils.



The gap between disadvantaged and non-disadvantaged pupils in phonics is negligible which proves that Read Write Inc is continuing to have a positive impact on all pupils, including those who are disadvantaged. However, to maintain these high standards, we need to continue to prioritise early reading and phonics and continue to provide effective coaching and monitoring to ensure consistently high standards of teaching across the school.

### Externally provided programmes

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

Programme	Provider
Read Write Inc online subscription	Ruth Miskin – Read Write Inc
Doodle Maths subscription	Doodle Maths



Rising Stars: On Track English (Reading and Writing)	Rising Stars
Times Table Rock Stars subscription	Times Table Rock Stars
Oxford Owl Subscription	Oxford University Press
Testbase subscription	Testbase

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*