

# Pupil Premium Strategy Statement - Longhorsley C of E First School 2024 - 2026/7

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	72
Proportion (%) of pupil premium eligible pupils	1.4%
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> )	September 2024 - September 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Brannen
Pupil premium lead	Mrs Campbell
Governor / Trustee lead	Mr Truscott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1515 + £5260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£6,775

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. When faced with a context where we have a very small minority of children in receipt of pupil premium, we ensure that we include all children in our approach, whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans to incorporate social, emotional and mental health needs of our children, whose education has been worst affected by the changes of schooling within the pandemic and this includes the non-disadvantaged pupils. We have a 3 part curriculum looking at the whole child development of three strands: Early Years Framework/National Curriculum, Commando Joe's Respect Curriculum and Our Christian Core Values. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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, including non disadvantaged children too

## Challenges

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

Challenge number	Detail of challenge
1	<i>Improving outcomes for disadvantaged pupils with SEN</i>
2	<i>Improving writing outcomes for disadvantaged pupils</i>
3	<i>Improving the provision of high quality first teaching</i>

## 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
<i>To develop staff confidence and ability to support children with SEND</i>	<ol style="list-style-type: none"><li>1. Trauma informed practice training for all staff on teacher training day and staff meeting time.</li><li>2. DLD training for all staff.</li><li>3. Train a Thrive practitioner leader.</li></ol>
To create tranquil spaces in school for children to have SEMH interventions	<ol style="list-style-type: none"><li>1. To develop the Longhorsley Lounge of Peace.</li><li>2. To develop St Helen's Hideaway.</li></ol>
To provide targeted support for children.	<ol style="list-style-type: none"><li>1. Morning sessions before school with a teaching assistant or teacher</li></ol>

## 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: £2,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for staff on supporting children with special educational needs.</i>	We use the guidance from the EEF to support the special educational needs of children within mainstream schools: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1
<i>Training for staff on a trauma informed approach £600</i>	<a href="https://assets.publishing.service.gov.uk/media/642af3a77de82b000c31350d/Changing_Futures_Evaluation_-_Trauma_informed_approaches_REA.pdf">https://assets.publishing.service.gov.uk/media/642af3a77de82b000c31350d/Changing_Futures_Evaluation_-_Trauma_informed_approaches_REA.pdf</a>	1
<i>Training a Thrive practitioner to lead on this approach across the Federation. £356</i>	<a href="https://www.thriveapproach.com/impact-and-research">https://www.thriveapproach.com/impact-and-research</a>	1
<i>Developing staff awareness of teaching children with DLD £600</i>	All staff received training on working with and supporting children from DLD from the NCC SEND team.	1
<i>To ensure high quality first teaching of staff in writing. LL = £333 NH = £269</i>	We have use the Writing Framework to provide support and CPD for school staff: <a href="https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf">https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</a>  Implementation of Literacy Leaf scheme for writing and Nelson Handwriting	2

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Targeted support for children in morning sessions (part of usual teaching costs)</i>	Teaching assistants and teachers led morning sessions before school to support the learning of targeted children.	2 and 3

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

Budgeted cost: £4,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>A clear space for SEMH interventions to take place in a tranquil setting (The Longhorsley Lounge of Peace and St Helen's Hideaway)</i>	We have used guidance from the EEF on supporting social and emotional learning: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pri-mary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pri-mary-sel</a>	1

**Total budgeted cost: £ 6,658**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Due to the small numbers of pupils eligible for Pupil Premium funding in our school, care has been taken to avoid including details that could identify individual children. As such, while our overall objectives, intended outcomes, and approaches are clearly set out, some of the evaluation and success criteria are expressed in broader terms to protect pupil anonymity. We are committed to monitoring the progress and wellbeing of each disadvantaged pupil individually and ensuring that Pupil Premium funding is used to meet their specific needs, but this detail is not published to safeguard our pupils.

We carefully monitor the attainment and progress of all children in school. Our statutory assessments were as follows:

Early Years Early Learning Goals - 81.25% achieved all goals.

Our school results for the Year 1 phonics check last year was 84.6% pass.

We achieved a higher average score on the Year 4 multiplication check than was achieved nationally (our average was 20.8 compared to 20.6 nationally).

### 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