



Longhoughton CE Primary School

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	Longhoughton CE Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	FSM & Ever 6 – 4.3% (4) Service & Ever 6 – 70.3% (64) LAC & Post LAC – 1.1% (1)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Tracey Critchlow
Pupil premium lead	Tracey Critchlow
Governor / Trustee lead	Nicola Threlfall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <small>*NCC retains £850 to help pay for additional support for LAC pupils, e.g. purchase of laptops and other equipment etc.</small>	FSM & Ever 6 - £5,380 Service - £19,840 LAC/Post LAC - £1,495* Total - £26,715
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,715

Part A: Pupil premium strategy plan

Statement of intent

At Longhoughton CE Primary School:

- We ensure that teaching and learning opportunities meet the needs of **all** of our pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately addressed and assessed
- We recognise that not all pupils who receive the Pupil Premium Grant will experience disadvantage at school
- We also recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium Plus. We may allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.
- Pupil Premium funding will follow identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time.

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupils require regular, short, targeted academic or pastoral interventions in order to support them in keeping up with their peers both in the long and short term.
2	Many of our pupils require regular, short, targeted academic interventions in Maths in order to support them in keeping up with their peers both in the long and short term.
3	Many of our pupils require regular, short, targeted academic interventions with phonological development in order to support them in keeping up with their peers both in the long and short term.
4	Many of our pupils, in the long and short term, can face challenging situations that limit their learning. These may include parents working away from home (deployment/posting), family issues, relationship issues and bereavement.
5	Additional contributions to school activities and educational visits are likely to be an additional financial burden on disadvantaged families. Children from disadvantaged backgrounds are less likely to have access to such experiences out of school.

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
1	We expect that the targeted children will be supported to make progress that is at least the same as their peers despite any difficulties they may face. Vulnerable pupils will always have access to an additional adult who will support them in removing barriers to learning both pastorally and academically in order that they can reach their full potential.	School assessment information will show that targeted children make progress that is at least the same as other children.
2	We expect that the targeted children will be supported to make progress that is at least the same as their peers despite any difficulties they may face. Vulnerable pupils will always have access to an additional adult who will support them in removing barriers to learning both pastorally and academically in order that they can reach their full potential.	Trained teaching assistants will deliver IstClass@Number for KS1 pupils and Success@Arithmetic for KS2 pupils to support children with mathematical needs. School assessment information will show that targeted children make progress that is at least the same as other children.
3	We expect that the targeted children will be supported to make progress that is at least the same as their peers despite any difficulties they may face. Vulnerable pupils will always have access to an additional adult who will support them in removing barriers to learning both pastorally and academically in order that they can reach their full potential.	A higher than average number of teaching assistants are deployed appropriately across the school to ensure that delivery Read Write Inc. is delivered effectively. Trained teachers and teaching assistants deliver small group RWInc sessions to raise and maintain reading and writing through a phonic approach. All pupils in receipt of additional funding meet the required standard in Year 1 Phonic Check, unless there is a specific reason why they can't.
4	Pupils who are disadvantaged by a range of circumstances will have minimal disruption to their learning because of these circumstances. These pupils will show improved attendance or continued good attendance despite their circumstances. These children's mental health and well-being will be supported so they are more regulated to learn.	An Emotional Literacy Support Assistant (ELSA) will provide support/advice/counselling for children who require this on a short or long term basis. During dedicated time our ELSA will support a range of pupil needs such as bereavement and home issues as well as meeting regularly with our most vulnerable pupils.
5	All children will have the same opportunities to participate in extra-curricular activities that are offered. All FSM/LAC pupil children are offered a funded place on residential visits.	Children will look forward to and value the opportunities to excel in non-academic as well as academic contexts. 100% of children able to swim 25m. Children will be able to participate in extra-curricular activities to develop the transferrable skills of communication,

		teamwork, co-ordination and rehearsal and practice.
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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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nil</i>		

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

Budgeted cost: £ 25,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that a higher than average number teaching assistants are deployed appropriately across the school to ensure that delivery of interventions such as Talk Boost, SNIP, handwriting, additional reading/comprehension etc. are delivered effectively. The presence of teaching assistants also allows for pastoral issues to be addressed. £17,500	EEF Improving Literacy KS1 Guidance Report EEF Improving Literacy Key Stage 2 EEF Toolkit Individualised Instruction EEF Toolkit Phonics EEF Toolkit Reducing Class Size EEF Toolkit Small Group Tuition	1, 2, 3
Employ trained teaching assistants to deliver IstClass@Number for KS1 pupils and Success@Arithmetic for KS2 pupils to support children with mathematical need and additional support for small year group teaching of CLIC. £1,950	EEF Improving Mathematics in the Early Years and KKS1 Guidance Report EEF Toolkit Individualised Instruction EEF Toolkit Reducing Class Size EEF Toolkit Small Group Tuition	1 & 2
Ensure that a higher than average number teaching assistants are deployed appropriately across the school to ensure that delivery Read Write Inc.	EEF Improving Literacy KS1 Guidance Report EEF Toolkit Individualised Instruction EEF Toolkit Phonics	1 & 3

are delivered effectively. Employ trained teachers and teaching assistants to deliver small group RWInc sessions to raise and maintain reading and writing through a phonic approach. £3,500	EEF Toolkit Reducing Class Size EEF Toolkit Small Group Tuition	
We will provide 4 additional hours per week for Emotional Literacy Support Assistant (ELSA) to provide support/advice/counselling for children who require this on a short or long term basis. During dedicated time our ELSA will support a range of pupil needs such as bereavement and home issues as well as meeting regularly with our most vulnerable pupils. £2,300	EEF Social and Emotional Learning	4

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

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will subsidise educational visits, out of hours activities, 1 to 1 music tuition, Y6 residential and swimming. £3,500	EEF Toolkit Physical Activity EEF Toolkit Arts Participation EEF Social and Emotional Learning EEF Outdoor Adventure Learning	5

Total budgeted cost: £ 28,750

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Due to small pupil numbers this information is withheld from being published.

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
Nil	

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?	Allocation was spent through providing support to service children new to the school enabling them to settle into school and support them in new routines and processes. Children are also supported as they prepare to leave the school for a new posting.
What was the impact of that spending on service pupil premium eligible pupils?	New service children settled in quickly and were well supported adjusting to being in their new school. ELSA support and additional support was available in the classroom to those children who required it.