

Pupil premium strategy statement – Longmoor 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	403
Proportion (%) of pupil premium eligible pupils	34% (53% Boys and 47% girls)
Academic year/years that our current pupil premium strategy plan covers.	2025/26, 2026/27 and 2027/28
Date this statement was published	20/12/25
Date on which it will be reviewed	14/9/26
Statement authorised by	Susan Dainty
Pupil premium lead	Chris Green
Governor / Trustee lead	Jane Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 189,780
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>	£ 189,780

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.

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 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.

When making decisions about using Pupil Premium funding we have considered the context of our school and the subsequent challenges we face. In order to alleviate numerous barriers to learning, we will focus on:

- Developing speaking and listening skills on entry to Early Years.
- Enhancing parental engagement throughout school, but particularly our disadvantaged children.
- Working as a whole school team to develop and build on language development.
- Raising expectations and aspirations across school, but particularly our disadvantaged pupils.
- Building levels of our pupil's independence and increasing their desire to become positive role models.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- At Longmoor Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- As a school, we are committed to supporting students for whom socio economic disadvantage is negatively impacting their learning.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.
- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception baselines through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in making expected progress within maths than their peers.</p> <p>July 2024 years 1 – 6 – Maths Expected progress = Disadvantaged - 81% expected progress. Non-disadvantaged – 90%</p> <p>July 2025 Expected progress = Disadvantaged - 80% expected progress. Non-disadvantaged – 91%</p> <p>Disadvantaged attainment, at the end of KS2, has been below national for maths for the last 3 years (even though it is above national for reading and writing).</p> <p>Disadvantaged pupils reaching the expected standard in maths</p> <table border="1"> <thead> <tr> <th>Year</th> <th>This school</th> <th>National average</th> <th>Compared with national</th> </tr> </thead> <tbody> <tr> <td>Latest 3 year average</td> <td>51%</td> <td>60%</td> <td>Below</td> </tr> <tr> <td>2024/25</td> <td>56%</td> <td>61%</td> <td>Close to average</td> </tr> <tr> <td>2023/24</td> <td>41%</td> <td>59%</td> <td>Below</td> </tr> <tr> <td>2022/23</td> <td>58%</td> <td>59%</td> <td>Close to average</td> </tr> </tbody> </table>	Year	This school	National average	Compared with national	Latest 3 year average	51%	60%	Below	2024/25	56%	61%	Close to average	2023/24	41%	59%	Below	2022/23	58%	59%	Close to average
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3	<p>Our assessments, observations and discussions with pupils and families have identified that many of our pupils have limited experiences beyond their home life and immediate community.</p> <p>Pupil voice questionnaires indicate that many of our disadvantaged pupils do not experience events or activities beyond their house/local community and therefore have a limited 'cultural capital' to draw upon when discussing events/activities in class.</p>																				
4	<p>Our school data shows that disadvantaged children have lower attendance and higher persistent absenteeism than non-disadvantaged children.</p>																				
5	<p>Pupils and their families have social & emotional difficulties, including medical and mental health issues. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attendance and attainment.</p> <p>A large number of disadvantaged pupils currently require additional support with social and emotional needs including: full-time nurture provision, one-to-one counselling and small group counselling/therapy sessions, positive play, lunchtime nurture cabin.</p>																				

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. EYFS assessment and intervention is in place to swiftly detect any children who require support with their oral language skills.
Improved maths expected progress (expected to expected/ working towards to working towards) for disadvantaged pupils at the end of KS2.	By July 2028 disadvantaged children will make progress within maths at the same rate as their peers (roughly 90% expected progress). As a result of greater progress scores, KS2 maths outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard.
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	<ul style="list-style-type: none"> - Focus Education learning challenge curriculum will provide pupils with exciting, varied and book-based learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. - Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. All disadvantaged pupils will meet or exceed national expectations for attendance/persistent absence.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> - Disadvantaged pupils' attendance will be within 1% of all pupil's attendance by 2027/28. - Monitoring of attendance by Head teacher brings about and increase in all

	pupil's attendance, disadvantaged pupils' attendance and a decrease in persistent absence.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. • Identified children are invited to Nurture, positive play, Acorn Club and Lego Therapy sessions with support staff and Pupil Voice/parent questionnaires show that clubs have had a positive impact on the pupil's mental health and wellbeing. • Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.

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: £90,000

Activity	Evidence that supports this approach	Challenge number(s)
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) addresse d
<p>Release time of EYFS assistant Head teacher for internal skills sharing and modelling/ coaching/collaborative planning with EYFS team.</p> <p>Ensure that EYFS are embedding high quality adult/child interactions in the early years and across the school.</p> <p>She will continue to ensure EYFS team are creating and enhancing our language rich learning environments.</p> <p>Organise and coordinate EYFS interventions – with particular attention to improved oral language and vocab skills.</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/ef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p> <p>Early Excellence – ‘Navigating a sea of Talk’ https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>- Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>- Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	1/2/5
<p>Team leaders from EYFS, KS1 and KS2 to provide subject</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1635355218 – EEF – a school’s guide to implementation.</p>	1/2/3/4/5

<p>leader cover throughout the year.</p> <p>Subject leaders create and carry out action plans which have a positive impact on their subjects so that all children, particularly disadvantaged children, have access to a high-quality curriculum in all subjects.</p>	<p>Learning to Lead Becoming an Effective Head of Department. Mark Brundrett, Ian Terrell</p>	
<p>- Deputy Head teacher to work with Assistant heads and maths leader to improve the quality of teaching and learning in maths across the whole school.</p> <p>Release time for maths leader to monitor and support maths across school. This will include joining the maths Hub tailored support programme.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p>	1, 2, 5

<p>addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>Small group tuition Teaching and Learning Toolkit EEF</p>	
<p>Provide targeted, structured interventions to children across whole school.</p> <p>Interventions to be monitored and evaluated by deputy head and intervention leader.</p> <p>Interventions to be carried out by experienced teachers and team leaders and Teaching Assistants within school.</p> <p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions).</p> <p>Provide teaching assistant led intervention for pupils in years 3, 4, 5 & 6 who have significant gaps in their maths attainment. A significant</p>	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding successfully.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1/2</p>

<p>proportion of the pupils who receive tutoring will be disadvantaged, particularly any 'fallen behind' disadvantaged children.</p> <p>Teaching assistants will use 'Number Stacks' materials and subscription to support their interventions.</p>		
<p>Funding to cover Forest schools teacher and provide training and resources for forest schools teacher.</p> <p>Forest schools teacher to support Pupil Premium children during forest schools' sessions.</p>	<p>https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	3/5

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

Budgeted cost: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>- Release time for SEND leader and family support worker to support families with high need SEN and Pupil Premium children.</p> <p>- Head teacher and SENCo identify and support families and children and work to</p>	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3/5

<p>alleviate barriers to learning.</p> <ul style="list-style-type: none"> - Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions. - Nurture Cabin and full-time nurture teaching assistant to support growing number of children with mental health problems and difficulties with accessing curriculum due to home life/problems. - All vulnerable PP children to be allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year. - All PP children are provided with a £50 uniform voucher to alleviate any potential financial barrier to children attending school. 		
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>This will be achieved through WOW funding for each year group to plan enriching experiences and activities, after school club funding for TAs to carry out free clubs and</p>	<p>Provision of a range of initiatives to extend children's experiences see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p>	<p>3</p>

subsidised access to the residential for year 4 and year 6 disadvantaged children.		
<ul style="list-style-type: none"> - Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Increased rewards for improving and good attendance. 	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £189,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Using our school's IDSR, we have identified that our End of KS2 disadvantaged pupil's attainment (over the last 3 years) is above national in Reading and Writing, but below national in maths.

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	70	60%	59%	Close to average (non-sig)	78%	-18	Not applicable	Not applicable

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	71	66%	62%	Close to average (non-sig)	80%	-13	Not applicable

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	71	51%	60%	Below (non-sig)	80%	-29	Not applicable

This shows that outcomes 1 and 4 from our previous strategy statement were successful for Reading and Writing, but not maths. This is why maths has been identified specifically on our current strategy statement.

Internal data for 2024/25 shows that Disadvantaged children are making progress at similar rates to their peers in Reading and Writing, but 11% behind in maths.

This shows that our disadvantaged children are attaining in line with national averages and are making the same progress as their peers in Reading and writing, but not maths.

Group	Reading						Writing						Mathematics					
	ARE			Termly Targets			ARE			Termly Targets			ARE			Termly Targets		
	Below	At+	Above	Below	At+	Above	Below	At+	Above	Below	At+	Above	Below	At+	Above	Below	At+	Above
Whole School (336) (+)	116/336 (34.52%)	220/336 (65.48%)	43/336 (12.80%)	43/335 (12.84%)	292/335 (87.16%)	28/335 (8.36%)	154/336 (45.83%)	182/336 (54.17%)	24/336 (7.14%)	45/335 (13.43%)	290/335 (86.57%)	38/335 (11.34%)	120/336 (35.71%)	216/336 (64.29%)	44/336 (13.10%)	42/335 (12.54%)	293/335 (87.46%)	31/335 (9.25%)
Boys (184) (+)	69/184 (37.50%)	115/184 (62.50%)	23/184 (12.50%)	24/183 (13.11%)	159/183 (86.89%)	11/183 (6.01%)	91/184 (49.46%)	93/184 (50.54%)	11/184 (5.98%)	26/183 (14.21%)	157/183 (85.79%)	22/183 (12.02%)	68/184 (36.96%)	116/184 (63.04%)	29/184 (15.76%)	24/183 (13.11%)	159/183 (86.89%)	13/183 (7.10%)
Girls (152) (+)	47/152 (30.92%)	105/152 (69.08%)	20/152 (13.16%)	19/152 (12.50%)	133/152 (87.50%)	17/152 (11.18%)	63/152 (41.45%)	89/152 (58.55%)	13/152 (8.55%)	19/152 (12.50%)	133/152 (87.50%)	18/152 (11.84%)	54/152 (35.53%)	98/152 (64.47%)	15/152 (9.87%)	18/152 (11.84%)	134/152 (88.16%)	18/152 (11.84%)
Disadvantaged (116) (+)	5/116 (4.31%)	65/116 (56.03%)	4/116 (3.45%)	18/116 (15.52%)	98/116 (84.48%)	8/116 (6.90%)	68/116 (58.62%)	48/116 (41.38%)	2/116 (1.72%)	22/116 (18.97%)	94/116 (81.03%)	13/116 (11.21%)	55/116 (47.41%)	61/116 (52.59%)	8/116 (6.90%)	23/116 (19.83%)	93/116 (80.17%)	12/116 (10.34%)
Non Disadvantaged (220) (+)	65/220 (29.55%)	155/220 (70.45%)	39/220 (17.73%)	25/219 (11.42%)	194/219 (88.58%)	20/219 (9.13%)	86/220 (39.09%)	134/220 (60.91%)	22/220 (10.00%)	23/219 (10.50%)	196/219 (89.50%)	25/219 (11.42%)	65/220 (29.55%)	155/220 (70.45%)	36/220 (16.36%)	19/219 (8.68%)	200/219 (91.32%)	19/219 (8.68%)

Attendance

The chart below shows that our Disadvantaged attendance has been above national for the last 3 years and has been above 93% for the last two years. However, the 2nd table shows that there is still a gap between Disadvantaged attendance and their peers (between 2 and 3%), which is why it remains a challenge on our new strategy statement.

FSM6 - Attendance

Year	Cohort	School	National
2024/25 (2 term)	119	93.5%	92.4%
2023/24 (3 term)	118	93.7%	92.0%
2022/23 (3 term)	119	92.4%	91.6%

All pupils - Attendance

Year	Cohort	School	National
2024/25 (2 term)	350	95.3%	94.8%
2023/24 (3 term)	352	95.4%	94.5%
2022/23 (3 term)	350	94.4%	94.1%

Behaviour -

Overall visits to lunchtime Reflection across school:

23/24 – 105

24/25 – 97

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
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Further information (optional)

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