



Longwick CE Community Primary School Pupil Premium Strategy 2025- 2028

Pupil Premium Strategy Statement

This statement details our school strategy for the 2025-2026 academic year, to support the improved attainment of our disadvantaged pupils.

It outlines how we intend to spend the funding in this academic year 2025-2026 and the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of primary pupils in School	172
Proportion (%) of primary pupil premium eligible pupils	29 pupils - 16.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Laura Collinson
Pupil premium lead	Hollie Carolan
Governor/Trustee lead	Caroline Byrom

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£43 935
Recover premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years.	£0

Part A: Pupil premium strategy plan

Statement of intent

At Longwick CE Community School, we aim to use our Pupil Premium funding to ensure that our disadvantaged pupils receive the highest possible quality of education to enable them to become responsible, respectful citizens who are ready for the next phase of their education. When making definitions about the use of our Pupil Premium funding, in school research is conducted alongside the use of external research, for example the EEF, to support our decisions. We fully recognise that disadvantaged pupils may face a wider range of barriers which may impact their learning.

Key Principles:

- Provide high quality teaching and learning that meets the needs of all pupils and that is tilted to our disadvantaged pupils.
- Identify the needs of our disadvantaged pupils through rigorous assessment which is reviewed frequently.
- Provide specific targeted intervention where required to support pupil's academic ability alongside their social, emotional and mental health needs.
- Recognise the need for a personalised approach and that not all pupils in receipt of free school meals are socially and academically disadvantaged. In addition, not all pupils who are socially disadvantaged qualify for free school meals. Therefore, we reserve the right to allocate Pupil Premium funding to any pupil or group of pupils the school has identified as disadvantaged.
- Base adopted approaches on strong educational evidence.
- Embed the strategy within a broader strategic implementation cycle using the EEF implementation Guidance report.

Objectives for our disadvantaged pupils:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Enable all disadvantaged pupils to achieve and exceed nationally expected rates of progress.
- Enable all disadvantaged pupils reach age related expectations or above.
- Enable all disadvantaged pupils to be prepared for future success at secondary school by having a strong sense of identity, a strong moral purpose, resilience, confidence and independence to keep themselves mentally and physically healthy.

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide high quality CPD to ensure pupils have access to effective quality first teaching.
- Provide targeted intervention and small group support to quickly address gaps in learning.
- Ensure pupils have access to a broad curriculum which includes access to trips and hands-on learning experiences.
- Provide opportunities for all pupils to participate in enrichment and extra-curricular activities.

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Assessments at the end of Key Stage 1 and 2 indicate that attainment is lower in some year groups for Reading, Writing and Maths for pupils eligible for pupil premium compared to their peers. Targeting gaps in knowledge and skills is a key area to support attainment and progress
2	Speech, language and communication. An increased number of children are demonstrating poor communication skills, particularly as they enter the school in EYFS. This greatly impacts all curriculum areas, particularly writing, and presents as poor language choices, conversational skills and ability to explain their thinking.
3	Specific literacy difficulties. An increased number of children are demonstrating dyslexic tendencies. Adapting teaching for more dyslexia-friendly strategies is key to affecting pupil access to learning and overall attainment.
4	Social, emotional and mental health. An increasing number of children are demonstrating behaviour consistent with experiencing challenges with their Social, Emotional and Mental Health (SEMH). Most commonly this is shown as an increase in anxiety experienced by children, which presents as difficulty with attendance, consistent poor behaviour and lack of engagement.
5	Attendance. Our attendance data for the last year (2024-2025) indicates that attendance among our pupils eligible for pupil premium was lower than for pupils not eligible for pupil premium.
6.	Access to wider opportunities. The pupils eligible for pupil premium funding in our school generally have fewer opportunities to develop their cultural capital outside of school. This is seen in limited access to a wide variety of life experiences and role models for high aspirations.

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
Gaps in learning will be closed and PP children will make accelerated progress in Writing	• Higher % of PP pupils achieve the expected standard in Writing by the end of 2024- 2025 compared to the previous year. Improvement shows rapid progress for all eligible PP pupils.
To develop staff and pupil understanding of the importance of Oracy and vocabulary as a powerful tool for learning and impacting writing. To educate our school community that by teaching children to become	• Regular training, planning and monitoring show deliberate, explicit and systematic teaching of oracy in writing and throughout the curriculum across the school. • Assessment in writing is tracked and monitored regularly by SLT using the writing assessment framework taking in to account the impact of oracy by using an oracy framework as a formative tool to measure children's progress. Assessment will provide staff with an accurate

more effective speakers and listeners we empower them to better understand themselves, each other and the world around them	view of children's oracy capabilities to support future teaching. •Parents are aware of and understand the process of oracy learning within school and will be supported with developing their children's oracy skills at home.
To enhance communication with Parents and families. To increase parental involvement through initiatives designed to support the academic and emotional well-being of their children	•Children demonstrate progress in line with or exceeding national expectations in writing and other curriculum areas, showing an increased level of oracy and communication skills. •Sustained and effective two-way communication is evidenced through increased numbers of parental attendance at school learning-based events, •Parents feel supported through a positive trusting partnership between school and home.
To raise the awareness across the school of the challenges faced by children with SEMH difficulties. To implement strategies within the curriculum and classroom practice to reduce the impact of these challenges on learning and behaviour.	•School will have increased understanding about the challenges faced with children are face SEMH difficulties. •Pupils will be more 'ready to learn' and the number of behaviour logs will decrease. Records and impact measure will show the effectiveness of targeted support. •Staff will be aware of how adverse childhood experiences (ACES) impact on learning and behaviour and be equipped with how to support children with this.
To achieve and sustain improved attendance for all pupils, particularly our pupil premium pupils.	•Sustained high attendance during 2025-2026 which will be demonstrated by an overall reduced absence rate for all pupils and the attendance for pupil premium pupils will be in line with their peers.
To provide pupils with access to a wide range of activities within and outside of the curriculum to broaden and enhance their cultural capital.	•Pupil premium children have greater access to clubs and activities and parents will be encouraged to take up the offer. Access to the offer will be monitored and take up maximised. •Pupil voice will be used to develop and enhance to offer to reflect what the children's preferences.
To ensure that pupils with dyslexia or dyslexic traits experience fewer barriers to learning. To ensure teaching and support strategies are more inclusive and responsive to the needs of pupils with dyslexia.	•Increased use of dyslexia-friendly classroom strategies (e.g. visual prompts, scaffolded instructions, use of overlays, accessible texts). •Progress in all curriculum subjects improves over time.

Total Budget Cost: £43 935

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: £14,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective Delivery of Continuing Professional Development with robust use of assessment. Targeted focus through adaptive, quality first teaching ensuring that all pupils make good progress. High quality marking and feedback will enable pupils to move forward in their learning. Greater use of the school tracking and assessment software and attendance at moderation events	High-quality professional development that improves teachers' knowledge, practice and confidence can have a positive impact on pupils' outcomes + 4 months additional progress <i>Ofsted 2024</i> Feedback through AFL + 6 months additional progress over the course of a year with high quality verbal feedback showing slightly higher impact of + 7 months (EEF toolkit; Hattie, 2009; Wiliam, 1998).	1,2,4
Oracy embedded within the curriculum – to primarily support Writing along with other subjects Focused teaching of writing through structured planning, vocabulary development, and oracy across the curriculum, including targeted interventions	The average impact of Oral language interventions is approximately + 7 months' progress over a year in the Early Years; +6 months for Years 1-6. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions EEF updated KS2 literacy guidance recommends teaching composition strategies through modelling and supported practice.	1,2,3
Mastery Learning in Maths Enhancement of maths teaching and planning and release time for maths leader. This aligns with developing oracy within the curriculum.	For mastery learning to be successful, a high level of success is required before pupils move on to new content. Mastery learning approaches have consistently positive impacts, but effects are higher for primary schools and in mathematics can lead to an additional 5 months progress within a year (EEF Toolkit).	1,2,3
Knowledge-Based Curriculum that is well-sequenced, based on a conception of knowledge that includes the skills and attitudes that contribute to success.	EEF: considerations towards a knowledge-based curriculum shows an improved chance of ensuring that the knowledge our pupils learn is robust.	
Trauma and Adverse Childhood Experiences Effective Delivery of Continuing Professional Development to greater understand how these impact children's ability to be ready to learn and access information. ELSA,	EEF - Social and Emotion learning embedded into routine practice https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotionallearning Improvements in children's educational/attitudinal outcomes Teachers' commitment to the approach appear to be important.	1,2,4

Trauma informed approach training.	https://educationendowmentfoundation.org.uk/news/eef-blogassess-adjust-adapt-what-does-adaptive-teaching-mean-to-you	
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Targeted academic support

Budgeted cost: £17,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
High adult to pupil ratio to enable pupils to be taught in smaller groups that address gaps in learning to ensure accelerated progress. Groups include writing with oracy strategies and communication and social skills interventions to support SEMH.	EEF Toolkit - + 4 months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition . International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations - smaller class sizes in primary schools have a greater positive impact on disadvantaged pupils than their peers. Small group tuition is most likely effective when it's targeted at pupils' specific needs. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals based on usual lesson content, has a higher impact.	1,2,
Purchase of resources: Times Table Rockstars Maths Mastery Speech & Language EYFs? PSHE Scheme of Work Dyslexia training Oracy training	EEF Toolkit – Digital technology to improve learning - Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom; Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching; Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making chromeextension://oemmndcbldboiebfnladdacbfmadadm/https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1735905736	1,2,3,4

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

Budgeted cost: £11,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting School Attendance In the absence of FSW, to support families to improve attendance and work closely with school office and teaching staff, SLT, LA attendance team and EWO.	Attendance EEF There are clear links between attendance, attainment and behaviour in the context of increased levels of absence. Good attendance is vital to ensure pupils make good progress. The school is taking a pro-active approach to encourage good attendance and address barriers for individual families. Further attendance systems will be in place to regularly review attendance data and identify patterns and priorities. Regular logged reminders to parents.	3,4,5
External Professional Educators	EEF + 4 months progress. Targeted interventions and universal approaches have positive effects. Systems for	3.4.5.6

Identify and support with SEMH needs.	managing behaviour are clear, consistently applied and shared with parents.	
Pupil Support and Enrichment Breakfast and After-School Club: Provides a calm start and end to the school day ensuring pupils are ready to learn. Clubs, extracurricular activities and trips. School Uniform: Ensuring all pupils have access to the correct school uniform, helping to promote a sense of belonging and equality.	EF - Improving Behaviour highlights the importance of getting to know individual pupils and developing good relationships so pupils feel valued and supported. EF Toolkit - +1 positive impact of physical activity on academic attainment	3,4,6
Socialisation, communication and well-being Daily Lunchtime Games Club Weekly Forest School Daily Sensory Circuits	EEF - Improving Behaviour highlights the importance of getting to know individual pupils and developing good relationships so pupils feel valued and supported	4,5

Part B: Review of the previous academic year Outcomes for disadvantaged pupil

Pupil Premium Strategy Outcomes

This details the impact that or pupil premium activity had on pupils in the 2024-2025 academic year.

Attainment Reception Summer 2024-2025	GLD
All pupils	80%
PPG	40%

2024-2025	Phonics Y1	Phonics Y2	MTC%
Non-PP	80%	89%	18%
PP	68%	82%	0%

2024-2025	Reading EXS		Writing EXS		Maths EXS	
Year Group	All pupils	PP pupils	All pupils	PP pupils	All pupils	PP pupils
Year 1	80	40	80	40	80	20
Year 2	74	40	63	40	53	20
Year 3	56	50	59	50	70	50
Year 4	91	100	64	33	100	100
Year 5	71	25	58	50	78	25
Year 6	86	100	38	1	71	100

Pupil premium funding has targeted support to some of our most vulnerable pupils. It has primarily focused on improving the quality of education through improving the quality of teaching and learning, developing the curriculum and supporting pupils to participate in the wider life of the school. Teachers and support staff will continue to focus aspects of pedagogy and curriculum towards the needs of pupil premium pupils.

YR – 50% PP children of the total cohort of YR children achieved GLD

Y1 – 50% PP children out of the total cohort of Y1 children achieved EXS in reading and writing but significantly below in maths.

Context: PP children, including SEND and challenging home circumstances affected attendance and engagement. Unforeseen and challenging staffing circumstances contributed to overall performance.

Y2 – Below in reading and writing. Further below in maths.

Context: significant SEND needs, behaviour for learning and staffing challenges impacted the rate of progress, despite targeted support being in place.

Y3 – numbers of PP children achieving EXS is just below their peers for reading, writing and maths.

Context: significant SEND needs and staffing challenges impacted on the rate of progress, despite targeted support being in place.

Y4 – numbers of PP children achieving EXS is above for reading, significantly below for writing and the same for maths.

Context: significant SEND needs including some challenging external influences.

Y5 – numbers of PP children achieving EXS is significantly below in reading and writing and just below in maths.

Context: High dyslexia and behaviour for learning

Y6 – numbers of PP children achieving EXS is above in reading and maths and significantly below in writing.

Context: long-term absence of the PPA teacher reduced the overall capacity for sustained interventions. Unforeseen whole school staffing changes added further challenges.

All staff continue to be provided with CPD on adaptive, quality teaching and learning throughout the year. They will report termly with the impact of interventions that are in place for PP children. All staff have been participating in CPD on the basics of writing and effective feedback, mastery in maths ongoing book moderation and analysis of data. All Evidence-based, carefully selected interventions were implemented across the school which impacted rates of progress. These included Little Wandle phonics, early reading and other small group writing interventions. These will be continued this year throughout the school to embed basic skills with the support of adaptive teaching and oracy strategies before writing and reasoning in maths, to achieve rapid rates of progress for all disadvantaged pupils. We continue to focus on improving the attendance of PP pupils as well as building and maintaining relationships with their families. Attendance remains an ongoing focus this year as overall attendance for PP children is still lower than their non-disadvantaged peers. Robust systems are now in place to support non-attendance.

Externally Provided Programmes

Please indicate 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
TT Rockstars	TT Rockstars
White Rose Maths	White Rose Education
Purple Mash	2 Simple Ltd.
Kapow	Kapow Primary

Service pupil premium funding (optional)

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