

# Longthorpe Primary School Pupil Premium Strategy Statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | Longthorpe Primary School - PKAT |
| Number on Roll  | 420                              |
| Proportion of pupil premium eligible pupils   | 10.7%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2021-2022 to 2023-2024           |
| Date this statement was published   | 30/11/22                         |
| Date on which it will be reviewed   | July 23                          |
| Statement authorised by   | K Trethewy                       |
| Pupil premium lead  | C Miller                         |
| Governor / Trustee Lead   | M Graham                         |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £42,935 |
| Recovery premium funding allocation this academic year  | £4,640  |
| National Tutoring Funding   | £5,022  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £52,597 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Longthorpe Primary School, we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity. Our current strategy supports these aims by ensuring pupils receive high quality teaching in all subjects, but with a specific focus on mastery maths, reading and phonics, vocabulary and oracy.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Leaders also use the funding to create opportunities for children to develop resilience, perseverance and self-esteem through opportunities such as Forest Schools and through a strong emphasis on wellbeing and growth mindset which is embedded in all curriculum areas.

Our Learning to Learn approach to the whole curriculum provides children in receipt of Pupil Premium, alongside all other children in our school, with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society.

All strategies employed at Longthorpe Primary School are evidence-informed using recommendations outlined by Education Endowment Foundation.

## 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 through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.                   |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.  |
| 3                | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  |
| 4                | Attendance data shows that attendance of Pupil Premium children is below other children and below national. Persistent absence is also higher in Pupil Premium Children.  |
| 5                | Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).   |
| 6                | A high proportion of our Pupil Premium children also have other vulnerabilities. (44%) 47% of our Pupil Premium children are also EAL. 15% of our Pupil Premium Children are also SEND.   |
| 7                | Our observations show that some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. |

## 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. |
| Improved reading attainment among disadvantaged pupils.                  | KS2 reading outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard.  |

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| Improved maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes in 2023/24 show that more than 60% of disadvantaged pupils met the expected standard  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2023/24 demonstrated by:<br>qualitative data from student voice, student and parent surveys and teacher<br>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | Sustained high attendance from 2023/24 demonstrated by:<br>the overall absence rate for all pupils being no more than 15%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.<br><br>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers. |

## 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: £27,098

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>Success For All:</b> CPD / Improvement Partner / Reading Framework for planning / resources to supplement teaching & learning: | <p>Since SFA was launched in 1986, its methodologies have been validated in more than 30 independent studies – showing that student reading achievement could be made a replicable outcome.</p> <p>These include a three-year randomized control trial – the “gold standard” of research – funded by the U.S. Department of Education. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in only three years was enough to cut the black-white achievement gap in half. (Borman, Slavin, Cheung, Chamberlain, Madden, and Chambers 2007)</p> | 1                             |
| <b>Speech Link Assessment tool:</b>   | Speech Link is a digital assessment tool that helps to identify and support children with developmental speech sound difficulties. Suitable for children aged 4 to 8 years, Speech Link helps demystify speech work   | 3                             |

|   |  |       |
|---|--|-------|
|   | <i>and helps support staff work effectively with children's common speech sound errors.</i>  |       |
| <i>% of Salary for PAM Lead:</i>  | <p>A trained PAM leader supports staff with CPD, team planning and teaching to develop teacher pedagogical understanding.</p> <p>Effective pedagogies depend on behaviour (what teachers do), knowledge and understanding (what teachers know) and beliefs (why teachers act as they do).</p> <p><i>As its underpinning aims, problem solving, reasoning and fluency are at the heart of the National Curriculum for England and Wales (DfE, 2014). By highlighting them in this way, the DfE have indicated that they should underpin the curriculum by threading through all of the teaching and learning. By using them as a lens through which to teach the content, the national curriculum will be taught in its intended manner. <b>The PA Maths Programme</b> supports this approach and believes that through developing children's problem solving, reasoning and fluency skills, there will be a range of positive outcomes, including the development of children's conceptual understanding, their ability to use maths in meaningful ways and positive attitudes from the EYFS to Year 6. PAM uses a Concrete, pictorial and abstract approach to learning, across the primary phase, to develop a strong understanding of maths concepts.</i></p> <p><i>Effective pedagogies involve scaffolding pupil learning.</i></p> <p><i>EEF Recommendation 2: Use manipulatives and representations at all Key Stages in Maths</i></p> | 1,2   |
| <i>Mighty Writer – CPD for KS1 and concrete writing resource to support children to generate their writing:</i> | <p>Winner of Teach Primary Awards 2020.</p> <p><i>Mighty Writer enables teachers to model and scaffold each stage of the writing process, through talk, collaboration and concrete resources to build and recall stories as they write. It uses a visual and kinaesthetic approach to writing.</i></p> <p><i>EEF: Using visual aids and concrete examples promotes discussion and links in learning.</i></p>   | 1 / 3 |
| <i>P4C Subscription:</i>  | <p><i>The EEF Toolkit highlights the benefits of programmes and approaches that support metacognition and character education. P4C aligns with these areas of the toolkit, such as character education's emphasis of working well with others with different opinions. A previous efficacy trial funded by the EEF showed that children taking part in P4C made an additional two months' progress in reading and maths compared to pupils receiving 'business-as-usual' classroom teaching.</i></p>   | 1 / 3 |

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

Budgeted cost: £14,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Success @ Arithmetic Intervention - Every Child Counts - Edge Hill University – research based.</i></p> | <p>Impact on Achievement:<br/>Over 13,000 pupils in Years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools.<br/>They made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress.<br/>91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic.<br/><i>EEF Recommendation 4: Enable pupils to develop a rich network of mathematical knowledge:<br/>Ensure pupils develop fluent recall of number facts</i></p>   | <p>2</p>                      |
| <p><i>TAs for Talk Boost intervention - ican.org.uk</i></p>   | <p>Early Talk Boost is an intervention program that narrows the gap between 3- to 4-year-olds with language delay and their peers. Findings show that after Early Talk Boost, children make statistically significant progress in their early language. On average they make 6 months progress after a nine-week intervention helping them to catch up with other children their age. This is twice the amount of progress of children not having the intervention.<br/><i>EEF: There is good evidence for the positive impact of oral language interventions, and for the positive impact of TA-led structured interventions.</i></p> | <p>1 / 3</p>                  |
| <p><i>Tutoring</i></p>  | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br/><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br/>And in small groups:<br/><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  |                               |

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

Budgeted cost: £13,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Forest School Resources and ongoing training</i>  | <i>Forest School - develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. It helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Its approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. Forest School helps participants to become, healthy, resilient, creative and independent learners.</i>   | 4,5,7                         |
| <i>Improve resilience and self-esteem of children using Commando Joe</i>   | <p><i>Commando Joe provides early intervention for those young people disengaged with their education, alongside pupils who excel academically, specialising in behaviour management, growth-mindset development and life skills education.</i></p> <p><i>The programme is designed to support all staff and pupils in any educational setting, alongside support for parents at home.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning-eeef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/aspiration-interventions-eeef">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p> | 7                             |
| <i>Improve Resilience and self-esteem of children in Year 6 and raise aspirations ahead of transition to secondary school – Small Nose Theatre Company</i> | <p><i>Small Nose aims to help children learn how to make positive, small changes in the way they approach the challenges that life presents to them.</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning-eeef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/aspiration-interventions-eeef">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>   | 7                             |

|  |  |   |
|--|--|---|
| SEAL support for children - % of TA salary; cost of resources? | EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.   |   |
| Part funding for trips   | <p>EEF: enrichment approaches can directly improve pupils' attainment</p> <p><a href="https://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> | 5 |
| Part funding for clubs   | <p>EEF: enrichment approaches can directly improve pupils' attainment</p> <p><a href="https://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> | 5 |

**Total budgeted cost: £57072**



## 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.

#### **Pupil Premium**

- *Of pupil premium children, 18 maintained achievement from end of previous year in reading, 21 in writing and 19 in maths. 10 children made accelerated progress in reading, 3 in writing and 6 in maths. 2 children dropped off in reading, 5 in writing and 3 in maths.*
- *Pupil Premium attendance at 91% is very much in line with whole school average of 93%. However, persistent absence is at 36.5% compared to non-pp children at 18%.*
- *Of the 9 children who took part in Success@Arithmetic, 6 of them made 11- or 12-months progress in 3 months. One made 7 months, one 3 months and one 0 months.*

#### **Tuition**

- *Year 6 – 8 children – Maths – 9 hours*
- *Year 5 – 3 children – Reading – 9 hours*
- *Year 5 – 4 children – Maths – 9 hours*
- *Year 2 – 12 children – Reading – 2 ½ hours per week ongoing*
- *Impact*
- *Year 6 – Maths – 1 child achieved EXS in SATS. All the others increased their scaled score by between 3 and 11 points.*
- *Year 5 reading – 2 of the 3 children achieved EXS in the end of year PiXL test. The other achieved a high working towards.*
- *Year 5 maths – 2 of the 4 children achieved EXS in the end of year PiXL test. 1 scored a high working towards. The other scored working towards.*
- *Year 2 Reading – 3 children's reading ages improved by more than a year. The others improved by between 2 and 8 months. 11 children scored WTS in their SATS paper at the end of the year although not all were given this in teacher assessment. 1 child scored PK4.*