

Longthorpe Primary School Pupil Premium Strategy Statement 2024-2027

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 401 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-2025 to 2026-2027 |
| Date this statement was published | 12/11/2025 |
| Date on which it will be reviewed | March 2026 July 2026 December 2026 |
| Statement authorised by | Kate Trethewy |
| Pupil premium lead | Claire Miller |
| Governor / Trustee lead | Jude Macdonald |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £89,385 |
| 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> | £89,385 |

Part A: Pupil premium strategy plan

Statement of intent

At Longthorpe Primary Academy, 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.

Leaders ensure that Pupil Premium funding is allocated effectively each year so that our ultimate objective is met – all disadvantaged pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and that they have equal access to the extended curriculum and enrichment opportunities, working towards eradicating educational inequity.

Our current strategy supports these aims by ensuring pupils receive high quality teaching in all subjects. However, using our data to target specific areas of need, we have identified core subjects, vocabulary and speech and language skills as key foci in which to support our disadvantaged pupils.

The funding is also used to create opportunities for children to develop resilience, perseverance and self-esteem through a range of extra-curricular opportunities giving them opportunities they may not have in other areas of their life.

All strategies employed at Longthorpe Primary Academy 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 | Internal and external assessments indicate that writing attainment is lower than other core subjects across the school, and among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Across the school, an average of 33% of Pupil Premium children are at ARE for writing, as opposed to 59% of non-Pupil Premium children. Year 6 results showed 67% of Pupil Premium pupils achieved expected standard at writing as opposed to 74% of non-Pupil Premium children. |
| 3 | 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). |

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| 4 | Attendance data shows that attendance of Pupil Premium children is below other children. (Pupil Premium 92.3%, Non-Pupil Premium children 95.0%) Persistent absence is also higher in Pupil Premium Children. (Pupil Premium 25%, Non-Pupil Premium 15%) |
| 5 | 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. Across school, 51% of Pupil Premium children are at ARE for reading, as opposed to 70% of non-Pupil Premium children. Year 6 results 2025 showed 75% of Pupil Premium children are at expected standard for reading as opposed to 85% of non-Pupil Premium children. |
| 6 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with maths than their peers. Across school, 54% of Pupil Premium children are at ARE for maths, as opposed to 77% of non-Pupil Premium children. Year 6 results 2025 showed that 83% of Pupil Premium children achieved expected standard at maths as opposed to 76% of non-Pupil Premium children which bucks the trend for the other core subject areas. |
| 7 | A high proportion of our Pupil Premium children also have other vulnerabilities. 63% of our Pupil Premium children are also EAL. 32% of our Pupil Premium Children are also SEND. 9% of Pupil Premium children are both EAL and SEND. These proportions are an increase from 2024. |
| 8 | Many of our Pupil Premium children have home issues impacting school. For some there is a lack of secure home environment resulting in SEMH issues. |
| 9 | Assessments and observations of disadvantaged children show that parental engagement is often lower than non-Pupil Premium parents although this is not always the case. |

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 |
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| 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. |
| Improve writing attainment by the end of year 6 for all children and to narrow the gap between disadvantaged and non-disadvantaged children. | KS2 writing outcomes in 2025/26 show that more than 61% 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 2024/25 demonstrated by: qualitative data from student voice, student, parent and teacher surveys |

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| | 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 2024/25 demonstrated by: the overall attendance rate for all pupils being above 95%, and the difference among disadvantaged pupils being no more than 2 % lower than their peers 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. |
| Sustain phonics attainment for disadvantaged pupils. | Phonics attainment will be broadly in-line with previous years at 92% |
| To improve reading attainment by the end of Year 6 for our disadvantaged pupils and to narrow the gap between disadvantaged pupils and their peers. | The gap between attainment for reading outcomes in Year 6 between disadvantaged pupils and their peers will be closed. Across the school, the gap will narrow from 20% to less than 10%. |
| To improve maths attainment by the end of Year 6 for our disadvantaged pupils and to narrow the gap between disadvantaged pupils and their peers. | The gap between attainment for maths outcomes in Year 6 between disadvantaged pupils and their peers will narrow from 33% to less than 10%. Across the school, the gap will narrow from 21% to less than 10%. |

Activity in this academic year (2025-2026)

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: £39,905.25

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Speech Link Assessment tool</i> | <i>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 and helps support staff work effectively with children's common speech sound errors.</i> Oral language interventions EEF | 1 |
| Success For All/RWI: <i>CPD / Improvement</i> | <i>Since SFA was launched in 1986, its methodologies have been validated in more than</i> | 5 |

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| <p><i>Partner / Reading Framework for planning /RWI Phonics/resources to supplement teaching & learning:</i></p> | <p>30 independent studies – showing that student reading achievement could be made a replicable outcome. 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) The EEF Toolkit shows high impact for low cost on phonics programmes. Phonics EEF</p> | |
| <p><i>Percentage of EY and KS1 Leader salaries for release</i></p> | <p>The EY Leader is also the Phonics Lead and works closely with the KS1 Leader to make sure that the foundational learning in EYFS and Year 1 secures good outcomes in phonics as well as across reading, writing and maths.</p> | <p>1, 2, 5, 6</p> |
| <p><i>Boom Reader</i></p> | <p>This online reporting system for reading at home is easier for parents to update and therefore encourages them to support reading at home and enables us to track this closely.</p> | <p>5</p> |
| <p><i>Percentage of salary for writing lead release</i></p> | <p>A report into writing models shows the importance of children understanding the writing process and working collaboratively with peers to plan, draft, revise and edit writing. Writing programmes EEF The EEF toolkit also highlights the benefit of collaborative learning approaches. Collaborative learning approaches EEF The writing lead supports teachers with planning and implementation and CPD.</p> | <p>2</p> |
| <p><i>Widgit</i></p> | <p>This approach involves developing means, reasons and opportunities for communication, ensuring that all learners have access to effect communication tools, leading to a more inclusive learning environment. The ability to communicate has a marked impact on a child’s well-being and emotional development.</p> | <p>1, 7</p> |
| <p><i>White Rose Maths Subscription and percentage of salary for maths lead</i></p> | <p>The maths leader supports staff with CPD, team planning and teaching to develop teacher pedagogical understanding. Effective pedagogies depend on behaviour (what teachers do), knowledge and understanding (what teachers know) and beliefs (why teachers act as they do). 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. The White</p> | <p>6</p> |

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| | <p>Rose Maths Programme 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. White Rose uses a Concrete, pictorial and abstract approach to learning, across the primary phase, to develop a strong understanding of maths concepts.</p> <p>Effective pedagogies involve scaffolding pupil learning.</p> <p>EEF Recommendation 2: Use manipulatives and representations at all Key Stages in Maths</p> <p>Mastery learning EEF</p> | |
| Percentage of Raising Standards Leader salary for release | The Raising Standards Leader analyses attainment data, identifies gaps in learning, and leads targeted interventions that raise progress and achievement | 1-9 |
| Testbase | Testbase provides high-quality, standardised assessment materials that support accurate identification of gaps in learning. Evidence suggests that effective formative assessment enables teachers to adapt teaching and target interventions more precisely (EEF, 2021). Testbase supports disadvantaged pupils by ensuring interventions are informed by reliable assessment data, enabling timely support and improved attainment in core subjects. | 1, 2, 5, 6 |
| Letterjoin | Letterjoin provides a structured and consistent approach to handwriting instruction, which is essential for developing fluency and confidence in writing. Research shows that automaticity in handwriting supports improved composition and written outcomes. Letterjoin particularly benefits disadvantaged pupils who may have had limited early fine motor development or practice, ensuring consistency between school and home and reducing barriers to writing. | 2 |
| Curriculum Resources | High-quality curriculum resources ensure that disadvantaged pupils have equitable access to well-sequenced, knowledge-rich learning experiences. The EEF highlights that well-designed curricula and high-quality teaching materials can significantly reduce learning gaps. Investing in curriculum resources supports consistency, improves teacher effectiveness, and ensures that disadvantaged pupils are not limited by a lack of access to essential learning materials. | 1-9 |

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

Budgeted cost: £22,789.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Reading Plus: Intervention Programme for KS2 children whose reading fluency is low.</i> | <p>With over 100 research studies, Reading Plus is proven to accelerate reading progress, close the gap, and encourage reluctant readers. (Reading Solutions)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | 2 |
| <i>Bedrock Vocabulary app for children in Years 5 and 6</i> | <p>Uses a research-based pedagogy and introduces learners to new vocabulary in contextualised and multi-modal activities (Bedrock)</p> <p>Supports the EEFs Vocabulary in Action teaching strategies</p> <p>Vocabulary in Action poster: A tool for teachers EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 |
| <i>Century Tech</i> | <p>The EEF toolkit shows the importance of parental involvement. Century Tech will enable the parents to be engaged with their children's learning at home.</p> <p>Parental engagement EEF</p> | 9 |
| <i>Clicker 8</i> | <p>Clicker 8 is an evidence-based literacy support tool that improves access to writing for pupils with additional needs, including those from disadvantaged backgrounds. Research shows that assistive technology, such as word prediction and speech-to-text, reduces cognitive load and enables pupils to focus on content rather than transcription skills (EEF, 2020). Clicker 8 supports pupils with SEND, EAL and low literacy levels by increasing independence, confidence and engagement in writing tasks, leading to improved outcomes in composition and sentence structure.</p> | 7 |
| <i>Boxall Profile</i> | <p>The Boxall Profile is a validated assessment tool used to identify social, emotional and behavioural barriers to learning. Evidence from the EEF highlights that targeted social and emotional interventions can have a positive impact on academic progress, particularly for disadvantaged pupils. The Boxall Profile enables early identification of need and supports the implementation of personalised interventions, improving pupils' emotional readiness to learn and their ability to engage successfully in the classroom.</p> | 7, 8 |

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| <i>Percentage of SENDCo salary</i> | <i>The SENDCo monitors which children on the SEND register receive interventions and their impact.</i> | 1-9 |
| <i>YDP Coaching & Mentoring</i> | <i>YDP coaches will provide targeted mentoring and coaching for pupils with SEMH needs, supporting their wellbeing and emotional development. It will help pupils build resilience, self-esteem, and teamwork skills, which will improve their engagement, behaviour, and readiness to learn. It will reduce barriers to learning for disadvantaged pupils and will contribute to better attendance, confidence, and overall outcomes.</i> | 8 |
| <i>Curriculum Resources</i> | <i>High-quality curriculum resources ensure that disadvantaged pupils have equitable access to well-sequenced, knowledge-rich learning experiences. The EEF highlights that well-designed curricula and high-quality teaching materials can significantly reduce learning gaps. Investing in curriculum resources supports consistency, improves teacher effectiveness, and ensures that disadvantaged pupils are not limited by a lack of access to essential learning materials.</i> | 1-9 |

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

Budgeted cost: £26,689.95

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| <i>Percentage of Assistant Headteacher salary for release</i> | <i>The Assistant Headteacher leads on safeguarding, behaviour and promoting good attendance. They identify children who need additional support for the SEMH, safety and/or to improve behaviour and work closely with parents to secure positive partnerships.</i> | 7-9 |
| <i>Improve resilience and self-esteem of children using Commando Joe</i> | <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. The programme is designed to support all staff and pupils in any educational setting, alongside support for parents at home. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</i> | All |
| <i>Play Therapy</i> | Social and emotional learning EEF | 8 |
| <i>Lego Therapy</i> | Social and emotional learning EEF | 8 |
| <i>Young Carers</i> | Social and emotional learning EEF | 8 |

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| <p><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> | <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> Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 5, 6</p> |
| <p><i>SEAL support for children - % of TA salary; cost of resources?</i></p> | <p><i>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.</i> Social and emotional learning EEF</p> | <p>8</p> |
| <p><i>Part funding for trips</i></p> | <p><i>EEF: enrichment approaches can directly improve pupils' attainment</i> Aspiration interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)</p> | <p>3</p> |
| <p><i>Part funding for clubs</i></p> | <p><i>EEF: enrichment approaches can directly improve pupils' attainment</i> Aspiration interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)</p> | <p>3</p> |
| <p><i>SeeSaw</i></p> | <p><i>SeeSaw supports parental engagement by providing an accessible platform for sharing learning and feedback. Research indicates that effective parental engagement can lead to positive learning outcomes, particularly for disadvantaged pupils. SeeSaw reduces barriers for families who may struggle to engage with traditional communication methods by offering clear, visual and interactive insights into learning, strengthening home-school relationships and supporting pupils' motivation and progress.</i></p> | <p>9</p> |
| <p><i>Curriculum Resources</i></p> | <p><i>High-quality curriculum resources ensure that disadvantaged pupils have equitable access to well-sequenced, knowledge-rich learning experiences. The EEF highlights that well-designed curricula and high-quality teaching materials can significantly reduce learning gaps. Investing in curriculum resources supports consistency, improves teacher effectiveness, and ensures that disadvantaged pupils are not limited by a lack of access to essential learning materials.</i></p> | <p>1-9</p> |

Total budgeted cost: £ 89,384.30

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Pupil Premium children across school are varied. Some of this is due to low numbers of Pupil Premium in some cohorts.

For children at the end of KS2, the proportion of disadvantaged children who achieved the expected standard in reading, writing and maths combined was lower than the National average.

- *For reading, 73% achieved the expected standard compared to 63% Nationally.*
- *For writing, 72% achieved the expected standard compared to 59% Nationally.*
- *For maths, 73% achieved the expected standard compared to 61% Nationally.*
- *For the combined measure, 55% achieved it compared to 47% Nationally.*
- *In phonics, 88% of Pupil Premium children passed the screening check compared to 67% Nationally. The release of the phonics leader to coach staff had a significant impact on this improvement.*
- *The average score in the multiplication table check was 20.0 compared to 18.9 Nationally.*
- *Attendance data for pupil premium children increased in 2024 to 2025 by 1.6% to be 93.8%, lower than the school figure of 95.1%. The proportion of Pupil Premium children classified as persistently absent remains higher than the over-all school figure.*
- *The number of behavioural incidents for children who are Pupil Premium decreased across the school.*

In conclusions, the intended outcomes of our plan have been partially met. Improvements in quality first teaching secured improved internal assessment data and reduced low-level disruption in lessons leading to very positive learning behaviours which enable learners to achieve better.