

Pupil premium strategy statement – Long Mead Community 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	112
Proportion (%) of pupil premium eligible pupils	(70/112) = 62.5%
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)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Long Mead Community Primary School Governing Body
Pupil premium lead	Kate Pointing
Governor / Trustee lead	Jane Prideaux

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£94,330
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>	£94,330

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. We also aim to support those pupils who are not disadvantaged but are vulnerable in other ways, such as those who are young carers or have a social worker.

Our approach will ensure that the curriculum, teaching and learning opportunities are inclusive and meet the needs of all of our children, especially those who are disadvantaged. High-quality teaching has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged pupils at the school.

Our strategy will also ensure that appropriate academic and pastoral provision, intervention and support is in place for disadvantaged children and will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our plan seeks to address these issues by using pupil premium to:

- Train and support staff in the use of the Pillar of Excellence. These principles of teaching and learning, based on Rosenshine's Principles, provide a framework for the consistent delivery of the curriculum.
- Ensure we offer a broad and balanced curriculum by providing both an academic and more vocationally based curriculum.
- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified and provide small group or one to one tuition through interventions.
- Ensure disadvantaged learners are also supported with their social, emotional or mental wellbeing using the Launchpad and other interventions.
- Where disadvantaged pupils have low skills and aspirations that will hamper their ability to make good progress, interests, skills and hobbies will be explored and the cultural awareness of disadvantaged pupils will be raised through whole school assemblies, themed days and areas of the curriculum.
- Continue to address gaps identified since Covid-19 by putting in place interventions and other support packages.

Where disadvantaged pupils are identified with low attendance, attendance support will be put in place.

Challenges

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

Challenge number	Detail of challenge
1	<p>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 Key Stage 2 and in general, are more prevalent among disadvantaged pupils than their peers.</p> <p>July 2025 – 9/15 = 60% of reception children achieved C&L. 2/6 = 33.3% disadvantaged achieved C&L.</p> <p>Last academic year – July 2025 - 40% (6/15) of reception children achieved ELG. (1/6) 16.6% PP children achieved ELG.</p>
2	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, writing and maths than their peers.</p> <p>Last academic year – July 2025 - 40% (6/15) of reception children achieved ELG. (1/6) 16.6% PP children achieved ELG.</p> <p>End of year 6 data shows a disparity between the percentage of non pp children achieving expected and pp children.</p> <p>Reading and maths = non pp = 67% and pp = 57%</p> <p>Writing non pp = 50% and pp = 43%</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to challenges at home and lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>40 pupils (35%) (22 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance is below national average. Although the gap between disadvantaged and non-disadvantaged pupils has closed, it is not yet consistently equal. As of December 2025, attendance of disadvantaged pupils is 2.58% lower than non-disadvantaged.</p> <p>(23-24) 32.08% of PP were persistently absent compared to 10.71% of non-disadvantaged.</p>

	<p>Last year (24-25) 43.08% PP were persistently absent compared to 22.22% of non-disadvantaged.</p> <p>23.53% disadvantaged pupils have been persistently absent compared to 20.45% of peers so far this year (September - December 2025). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>95.2% PP children average attendance last year against 94.9% non-disadvantaged children.</p>
5	<p>Assessments, observations and discussions with pupils indicate that many of our disadvantaged students (and their parents) have historic low aspirations for their success. They have little access to experiences outside of the locality that they live in. They do not have the same breadth of cultural experiences that some of our other learners do and the school has a critical role in providing these opportunities.</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 amongst disadvantaged pupils.	Assessments and observations indicate 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, writing and maths attainment among disadvantaged pupils so a greater number achieve GLD and expected at the end of Year 6.	KS2 end of Year 6 outcomes in 2027/28 show that 43% of disadvantaged pupils met the expected standard in reading, 43% in writing and 29% in maths.
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 reduction in behaviour incidents - An increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> - The overall unauthorised absence rate for all pupils being no more than 1.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1%. - The percentage of all pupils who are persistently absent being below 20%

	and the figure among disadvantaged pupils being no more than 5% below their peers.
Provide a wide range of cultural experiences for all pupils in our school, particularly our disadvantaged pupils.	To ensure all children attend at least three trips a year as well as competitions and activities that take place both in school and out. An increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £20,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. (For example, FFT reading assessments and dyslexia assessments.)	When used effectively, diagnostic assessments can indicate areas for development for individual pupils or across classes and year groups. EEF Blog: New case studies - Making effective use of diagnostic... EEF And other articles on diagnostic assessment on EEF.	1,2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	Oral language interventions EEF 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.	1, 2

<p>Fund the renewal of subscriptions to schemes and software which help the teaching of phonics, reading, writing and maths across the school.</p> <p>Ongoing subscription to FFT phonics, a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ongoing subscription to Vocab Ninja and Spelling Shed to support the teaching of arithmetic, grammar and spelling across the school.</p> <p>Ongoing subscription to Clicker8 writing support and the technology (laptops and program) needed to run this.</p> <p>Ongoing subscription to TTRS.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics EEF</p> <p>Spelling evidence needed Grammar and arithmetic needed</p>	<p>1, 2</p>
<p>Enhancement of our maths, reading and writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to work alongside our Maths and English leads who are experienced teachers. (We have two ECTs and two new teachers so this is especially important.)</p> <p>We will also fund teacher release time for leading these subjects and to access Maths and English Hub resources</p>	<p>The EEF Great Teaching Toolkit evidences that teachers make the most difference to learning taking place.</p> <p>The EEF guidance will be best followed by improving teacher knowledge and giving time to embed it. Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>DfEs reading framework</p>	<p>2</p>

and other CPD opportunities.		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Wellbeing LSA will support and carry out interventions</p> <p>New classrooms and resources established to support children with particular SEL needs.</p> <p>Purchase of a new and updated PSHE scheme (Jigsaw) to support SEL.</p> <p>Release time given to establish a peer mentor training programme to support SEL.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg. Improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	3

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

Budgeted cost: £65,600

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 addition to, and linked with, normal lessons. Specific focus on those who were meeting at the</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 EEF</p>	1,2

<p>end of KS1 but no longer are.</p> <p>This will include for phonics (including use of the Lightening Squad resource for KS2 and extra phonics sessions for KS1), reading, writing and maths. These interventions will be in intensive blocks with regular sessions to achieve maximum impact.</p> <p>Training for staff is essential for success and it is crucial to allocate sufficient time for this.</p>	Small group tuition EEF	
<p>Provide additional small group support through specialised learning zones in the school, including the Launchpad, Pixie Class and The Hub to ensure vulnerable pupils, or those at risk of exclusion, are provided with small group intervention to support them across a range of subjects.</p>	<p>See above.</p>	<p>1,2,3</p>

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

Budgeted cost: £8080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across the school.</p> <p>Provide additional support to improve</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying and general anti-social activities.</p> <p>Behaviour interventions EEF</p>	<p>2, 3</p>

behaviour of disadvantaged students and provide additional staffing to help with both students and parents to improve behaviour.		
<p>Provide additional support to improve social and emotional learning of disadvantaged students.</p> <p>Provide available staff with mental health training to work with disadvantaged students to improve their wellbeing. Provide access to onsite counselling and play therapy.</p> <p>Focus on specific students with intensive blocks with regular sessions will be used to achieve maximum impact e.g. emotional literacy, Lego feelings interventions.</p> <p>Provide release time for staff needing 'supervision' having dealt with intense behaviour or SEL situations with pupils, for example our wellbeing LSA and designated safeguarding leads.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg. Improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Studies show that</p> <p>Studies show that supervision is associated with job satisfaction, improved emotional wellbeing and less burnout (Dawson et al, 2013).</p> <p>Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</p>	3
<p>Embedding principles of good practice set out in the DfE's guidance on 'working together to improve school attendance'.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Supporting attendance EEF</p>	4
Provide a range of opportunities to support	The EEF states:	3

<p>disadvantaged pupils to develop a wider cultural experience through activities such as:</p> <p>Theme days and weeks</p> <p>Access to sports and music clubs</p> <p>National breakfast scheme</p> <p>Free school meals</p> <p>Support with uniform</p> <p>Before, lunchtime and after school clubs</p> <p>Support with school trips</p> <p>Visitors in to school</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month).</p> <p>It is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides.</p>	
<p>Contingency fund for acute issues</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £94,330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Our Key Stage 2 SATs outcomes for 2025 indicate that we exceeded expectations for disadvantaged pupils when those working at P scales are removed from the data set. Overall, 47.4% of pupils achieved the expected standard in reading, writing and mathematics (R/W/M), compared with the national average of 62.1%. Among disadvantaged pupils, 42.9% achieved the expected standard in R/W/M; this rises to 60% when pupils working at P scales are removed.

Reading:

68.4% of pupils achieved the expected standard, with 71.4% of disadvantaged pupils reaching this benchmark compared to 58% of non-disadvantaged pupils. This is below the national average of 75%, although when pupils working at P scales are removed, 81% achieved the expected standard—exceeding the national average.

Maths:

63.2% achieved the expected standard, with 57.1% of disadvantaged pupils meeting expectations compared to 66% of non-disadvantaged pupils. This falls below the national average of 74.1%; however, when P scales pupils are removed, 86% achieved the expected standard, placing the school above the national average.

Writing:

47.4% achieved the expected standard, including 42.9% of disadvantaged pupils and 58% of non-disadvantaged pupils. This remains below the national average of 72.2%, although outcomes improve significantly to 69% when P scales pupils are removed, bringing the school much closer to national performance.

It is important to recognise that this cohort includes pupils whose earlier education was disrupted by the Covid-19 pandemic. Nonetheless, the data demonstrates that, when pupils working at P scales are removed, the school has exceeded expectations for disadvantaged pupils across reading, writing and mathematics combined. Notably, in reading, disadvantaged pupils outperformed non-disadvantaged pupils.

In addition to statutory assessment data, we have reviewed wider school information and observations to identify factors affecting disadvantaged pupils' outcomes, including attendance, behaviour and wellbeing.

The attendance of disadvantaged pupils is currently within 3.5% of that of non-disadvantaged pupils. While this does not fully meet our aspirations, it indicates positive movement towards our target. Our aim was to reduce persistent absence to below 20%. Current data shows a persistent absence rate of 20.45%, with the rate among disadvantaged pupils within 3% of their non-disadvantaged peers. This suggests that our previous strategy to improve attendance has had a marked impact.

Our strategy also focused on ensuring disadvantaged pupils had access to a broad range of cultural and enrichment opportunities, as well as on supporting improved well-being. This has been successful, as evidenced through pupil voice, increased participation in trips and clubs, and the range of experiences offered—including visits to the Science Museum, participation in Young Voices, and themed learning days at Kent Life. Behaviour incidents have also reduced over recent years, although a number of challenging pupils have joined the school, and we continue to work proactively to further reduce such incidents.

We have reviewed our previous strategy plan and made some changes to how we intend to use some of our budget this academic year whilst also keeping some strategies in place to further improve the achievement and wellbeing of our disadvantaged pupils, especially as we have such a high percentage here at Long Mead Community Primary School, as outlined previously in this document.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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.