

PUPIL PREMIUM STRATEGY STATEMENT 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. It is part of our 2022-2025 3 year plan.

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 | Long Mead Community Primary School |
| Number of pupils in school (Reception to 6) | 105 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers | 2022 - 2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 and September 2024 |
| Statement authorised by | Tonbridge Federation Governing Body |
| Pupil premium lead | Elizabeth Alexander/ Karen Follows |
| Governor / Trustee lead | Lesley Broom |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 105,455 |
| Recovery premium funding allocation this academic year | £ 10,151 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 115,606 |

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for disadvantaged pupils are:

- Ensure that the curriculum, teaching and learning opportunities are inclusive and meet the needs of all of our children, especially those who are disadvantaged
- Ensure that appropriate academic and pastoral provision, intervention and support is in place for disadvantaged children in order that they can be kept safe and be successful
- Aim to address the alerts (such as low literacy skills, poor historic attendance, low cultural awareness and inconsistent parental engagement / aspirations). These are significant barriers to their future success of many of our disadvantaged learners.

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

- Train and support staff in the use of the **Pillars of Excellence**. These principles of teaching and learning, based on Rosenshine's Principles, provide a framework for the consistent delivery of the curriculum. Pupil premium funding supports training to improve their Pillars of Excellence practice.

- Train and support staff in the implementation of the Core **Offer**. These are eight basic elements within the classroom that particularly support disadvantaged learners. Funding also supports any resources that staff may require to implement the core offer.
- Provide a **broad and balanced curriculum** by providing both an academic and more vocationally based curriculum pathways we offer to ensure we can meet the needs and aspirations of our disadvantaged learners.
- Where disadvantaged learners are identified as not making academic good progress, small group and one to one tuition is provided either through our school based **interventions** or through the **National Tutoring Programme**. This is mostly focussed on ensuring disadvantaged learners achieve well in Maths and English.
- Where disadvantaged learners are supported with their social, emotional or mental wellbeing using the **Launchpad and other interventions**. This involves whole school input (through PSHE) alongside small group or one to one pastoral packages provided through additional staffing provided through pupil premium funding.
- Since Covid-19, the number of concerns raised about the safeguarding of our disadvantaged pupils has risen. To respond to this, the school will provide **packages** to help keep our disadvantaged pupils safe and healthy. This could include the use of breakfast club, regular parent/carer meetings and support, minibuses and support with uniform. A Family Liaison Officer has dedicated time to support our most disadvantaged families.
- Where disadvantaged students are identified with low literacy, numeracy and social skills that will hamper their ability to make good progress, whole class interventions and small group / one to one support is provided through our school based **interventions and tuition**. Disadvantaged students are also encouraged to read widely and often through the provision of a well resources Library. The Library and computer suite are also open for disadvantaged families to access with support from the Family Liaison Officer.
- Where disadvantaged students are identified with low attendance that will hamper their ability to make good progress, **Attendance Support** is put in place using additional staffing funded through the pupil premium grant – breakfast club, use of the minibus, support meetings, nurture use in the mornings.
- Where disadvantaged students have low skills and aspirations that will hamper their ability to make good progress, **interests, skills and hobbies** will be explored. These will either be delivered to whole cohorts (through the PSHE curriculum) or through small group or one to one packages.
- Raise the cultural awareness of disadvantaged pupils through the development **whole school assemblies, themed days, RE/PSHE and other areas of the curriculum**. These will either be delivered to whole cohorts (through the broad and balanced curriculum) or through funded smaller group activities.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance – Around 30% of our pupil premium pupils had low attendance last year. Therefore, patterns of poor attendance have become established and challenging to overcome. This has increased since Covid-19 |
| 2 | Basic Skills – Typically around 40% of our disadvantaged pupil are below age related expectation when looking at their prior learning. This causes a significant difficulty for a large proportion of our disadvantaged learners to access the curriculum. |
| 3 | Aspirations – Many of our disadvantaged students (and their parents) have historic low aspirations for their success. |
| 4 | Cultural awareness – Disadvantaged learners do not have the same breadth of cultural experiences that some of our other learners do. The school has a critical role in providing these opportunities. |

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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| Attendance of disadvantaged pupils improves relative to similar cohorts elsewhere. | To improve the attendance of disadvantaged pupils to within 3% of the FFT national for the same cohort. |
| Improve the literacy and numeracy skills of our disadvantaged pupils so a greater proportion achieve expected or at the end of KS2. | Year 6 (2023) – 64% English and Maths crossover, 50% RWM (based on the current school expected outcome and FFT50) |
| A wide range of cultural experiences are provided to disadvantaged learners. | To ensure all children attend at least two trips per year, as well as competitions and activities that take place both in school and out. To discuss with all disadvantaged pupils what their aspirations, skills, hobbies and interests are and look at promoting these further. |

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

Budgeted cost:

Training and support release time £7,000

Additional teaching staffing in Maths and English £15,000

Additional resources £5,000

Total = £27,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <ul style="list-style-type: none"> Ensure the Core Offer is in place consistently across all curriculum areas to specifically support disadvantaged learners within the classroom. This includes a focus on: Resources Routines Teach to the top with scaffolded support Revisit, review and retrieval strategies Feedback Growth mindset Questioning Modelling | <p><i>The Education Endowment Foundation (EEF) state providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></p> | 2 |
| <ul style="list-style-type: none"> Continue to develop both feedback and scaffolded learning across the whole school as part of our Pillars of Excellence teaching framework. | <p>Both strategies are recommended by the Education Endowment Foundation (EEF) as providing positive gains in learning</p> | 2 |
| <ul style="list-style-type: none"> Support the English department with the continued implementation of a revised curriculum to develop reading and writing skills. (new schemes for Writing, GPS and Phonics) | <p>The National Literacy Trust states that Overall, children and young people who used the school library had better levels of reading enjoyment, reading for pleasure, reading confidence, writing for pleasure, writing confidence, and reading attainment than those</p> | 2 |

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| <ul style="list-style-type: none"> • Work alongside the English Hub and Kent leaders to improve and develop reading and writing across the school. • Provision of a School Library and computing room to ensure disadvantaged pupils have access to 'reading for pleasure' homework/revision and families have access to this as well. • Support the Maths department with the continued implementation of the mastery curriculum. | <p>who did not. They also tended to read and write a greater variety of material relative to non-library users.</p> <p>The Education Endowment Foundation recently ran a project investigating the effectiveness of Mathematics Mastery, which found that it had a positive impact of +0.06 in secondary maths.</p> <p>The EEF state homework has a positive impact on average (+ 3 months), in primary schools – this includes collaborative working, reading, maths and science, as well as the use digital technology.</p> <p>Some pupils may not have a quiet space for home learning or access to technology or collaborative learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <ul style="list-style-type: none"> Small group / one to one tutoring to support improve reading across KS1 using daily phonics interventions and KS2 using Lightning Squad intervention programme. | <p>Research by the EEF supports the impact of small group and one to one tutoring.</p> <p>The EEF results found signs of promise for both the targeted and universal interventions using reciprocal reading on outcomes for children eligible for Free School Meals. They also found reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction</p> <p><i>The EEF state that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> | 2 |
| <ul style="list-style-type: none"> Small group / one to one tutoring to support Maths and writing development, especially focusing on those who were meeting standards at the end of KS1 and year 5 but are no longer doing so. Training for staff and tutors is essential for success. It is crucial to allocate sufficient time to train both staff and tutors, to ensure training provides structure to the tutoring, and to identify and implement improvements as the programme progresses. Intensive blocks with regular sessions will be used to achieve maximum impact for both tutors and tutees (at least 15 hours per learner). | <p>Evidence from the EEF: Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> | 2 |
| <ul style="list-style-type: none"> Provide additional small group support through the Launchpad to ensure vulnerable pupils, or those at risk of exclusion, are provided with small group | <p>See above</p> | 2/3 |

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| intervention to support them across a range of subjects. | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Additional attendance staff = £13,000

Additional pastoral staff = £27,000

Counselling support = £3,000

Skills, hobbies and interests development = £3,500

Uniform = £2,106

Total = £48,606

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> Maintain additional staffing within the attendance team to focus on specific students. Develop a system of support packages (intensive blocks with regular sessions will be used to achieve maximum impact) with specific timed interventions aimed at bringing about improvement including: <ol style="list-style-type: none"> 1. Deliver intervention in a targeted way, in response to data or intelligence. 2. Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality and benchmarking). 3. Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance. | <p>“Working together to improve school attendance: Guidance for maintained schools, academies, independent schools, and local authorities” May 2022</p> <p>Nudge theory was named and popularised by the 2008 book, 'Nudge: Improving Decisions About Health, Wealth, and Happiness', written by American academics Richard H Thaler and Cass R Sunstein. The book is based strongly on the Nobel prize-winning work of the Israeli-American psychologists Daniel Kahneman and Amos Tversky.</p> <p>The EEF state that <i>parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</i></p> | 1/3/4 |

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| <p>4. Create action plans in partnership with families and other agencies that may be supporting families, for example, children’s social care and early help services. Commission or deliver interventions to improve attendance.</p> <p>5. Monitor the impact of any intervention, making adjustments if necessary and using findings to inform future strategy.</p> <p>6. Where interventions fail to address attendance issues, identify the reasons why and, where appropriate, change or adjust the intervention.</p> <ul style="list-style-type: none"> • Continue regular communication with parents as to their child’s current attendance and its impact on their learning using a nudge theory approach. | | |
| <ul style="list-style-type: none"> • Provide additional support to improve both the behaviour and social / emotional learning of disadvantaged students. Provide additional staffing to work with both students and parents on improving their behaviour. • Provide available staff with mental health training to work with disadvantaged students to improve their wellbeing. Provide access to onsite counselling to disadvantaged students. • Focus on specific students with intensive blocks with regular sessions will be used to achieve maximum impact | <p><i>Evidence from the EEF states:</i></p> <p><i>Small group tuition has an average impact of four months’ additional progress over the course of a year.</i></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</i></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, substance abuse and general anti-</p> | <p>1 / 4</p> |

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| | <p>social activities. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; 2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and 3. More specialised programmes which are targeted at students with specific behavioural issues. | |
| <p>Provide a range of opportunities to support disadvantaged pupils to develop a wider cultural experience through activities such as:</p> <ul style="list-style-type: none"> • Challenge Days, theme days and weeks • Opportunity for all children to participate in productions or visits • Access to music tuition • Access to Sports Clubs • Access to Experience More opportunities • Access to before, lunchtime and afterschool clubs. • Access to the National Breakfast Scheme • Access to Free School Meals • Access to support with uniform | <p><i>The EEF states:</i></p> <p><i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i></p> <p><i>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</i></p> | <p>3/5</p> |

Total budgeted cost: £ £115,606

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 2021 to 2022 academic year.

Strategy aims for disadvantaged pupils

Priority 1: Ensure progress for KS2 pupil premium children increases through targeted 1:1 and small group interventions.

1:1 and small group interventions took place through LSA support, teacher support and school led tutoring.

Year 3: 56% accelerated progress in reading (5 children), 22% in writing (2 children) and 67% in maths. (6 children)

Year 4: 20% accelerated progress in reading (1 child), 20% writing (1 child), 40% maths (2 children)

Year 5: 0% accelerated progress in reading, writing or maths

Year 6: 17% accelerated progress in reading (2 children) , 50% writing (4 children) , 33% maths (3 children)

Priority 2: Develop support for children with difficulties with speech and language across the school and implement interventions to address these needs.

Speech and language therapist employed who carries out 6 sessions per year. Resources have been shared with staff and feedback given from sessions. Follow up sessions have been taken with specific individual children, as well as their parents/carers.

Teaching priorities for current academic year

Progress in reading – To become more in line with FFT 50 benchmark estimates.

31%

4/13 prior low/middle attaining children achieved

6 who didn't pass had a scaled score between 95-99. All had shown good progress within class.

2 children didn't pass and had had a lot of time off school and behaviour/medical challenges.

Progress in writing - To become more in line with FFT 50 benchmark estimates.

46%

6/13 prior attaining children achieved

1 child who didn't pass had a lot of time off school and went to another school for part of the year before returning.

3 children had been making progress and were close. Had elements of EXS but not quite there – would not have been fair on them to say there were consistently expected at the end of the year.

1 child didn't pass and had had a lot of time off school due to medical challenges.

Progress in maths - To become more in line with FFT 50 benchmark estimates.

62%

8/13 prior attaining children achieved

6 of these children attended tuition sessions and made accelerated progress and achieved EXP.

1 child who didn't pass had a lot of time off school due to medical challenges.

1 child who didn't pass had a lot of time off school and went to another school for part of the year before returning.

Phonics - Achieve 60% of all children meeting phonics screening check at the end of yr1 – in line with those who met GLD.

50% of pp children achieved phonic screening check (2/4) in Year 1, 83% of PP children in Year 2 have achieved the phonic screening check

Improve attendance of disadvantaged pupils in line with non-pupil premium

Attendance has become more inline with non-pupil premium children. 0.4% difference.

Priority 1: Ensure all relevant staff (including new staff) have received training to deliver the new phonics scheme in Early Years and KS1 using FFT Success for All and interventions in KS2 using Lightning Squad. Model good practice through peer support and CPD.

Whole staff training for new SSP has taken place and will continue as development – this is alongside the EnglishHub. Individual training and coaching has also taken place.

Priority 2: Pillars of excellence are to be embedded within all curriculum subjects through quality first teaching.

In particular feedback, modelling and scaffolded learning across the whole school in writing to ensure progress is made.

Both strategies are recommended by the Education Endowment Foundation as providing positive gains in learning

Positive throughout learning walks and deep dives in all subjects. Further work now on assessment and feedback to progress in wider curriculum subjects.

Targeted academic support for current academic year

Priority 1: Buy and embed use of Pathways to Spell to improve spelling within testing and embedded within writing.

Impact being seen in discreet lessons is starting to be transferred. Further discreet lessons needed and teaching spelling patterns not just words. This needs further time to see impact and continues to be a focus.

Priority 2: Establish small group same day maths interventions for disadvantaged pupils falling behind age-related expectations.

Interventions taking place through morning work and some in the afternoon. Struggling with this due to other focus areas and time constraints. Most children accessing the maths curriculum and those that are not within their year group have clear planning in place.

Weekly arithmetic challenge and Number Sense supporting all classes. We will join the Mastery of Number programme next year.

Wider strategies for current academic year

Priority 1: Pursue talents and interests of children and provide opportunities for wider activities, clubs and experiences.

In place across the school and may more clubs and wider activities/trips in place. This is to now be further developed focusing on individual children and talents/interests.

Priority 2: Develop safe spaces and working environments around the school to promote social, emotional and behaviour needs.

Decreasing behaviour incidents and exclusions.

Spaces throughout the school have been developed to support the teaching and learning throughout the school, such as the Launchpad.

This has been supported through our National Breakfast Scheme and Daily mile. We have had behavior support from another school to

implement new strategies to support some of the most challenging behaviours we have seen. Incidents are dealt with more consistently by staff. For specific children this has decreased the number of behavioural incidents and will continue to be a positive priority next year.