

## Pupil premium strategy statement

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	Longmeadow Primary School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	36% (82)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021 – 2024</b> <b><u>2021 – 2022</u></b> Impact reviewed at the end of this strategy document (December 2022) <b><u>2022 – 2023</u></b> <a href="#">Updates made to this strategy based on reviewed impact so far (December 2022)</a>
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Toby Mills-Bishop
Pupil premium lead	Kerry Randall
Governor / Trustee lead	Lynne Wilson-Leary

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,030
Recovery premium funding allocation this academic year	£ 11, 745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6090
<b>Total budget for this academic year</b>	<b>£125, 865</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Longmeadow our vision of ‘creating lifelong learners who are passionate about the things they do and successful in the things they try’ relates to all pupils, including those who are disadvantaged. We have high expectations for all. Often, expectations relate to accelerated progress for disadvantaged pupils to diminish the difference between them and their non-disadvantaged peers.

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## Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment of disadvantaged pupils is often below that of their peers
2	There is a high number of pupils who are in receipt of Pupil Premium funding who have also been identified with SEND
3	Many pupils have specific social and emotional needs which impact their access to learning and therefore their progress and attainment
4	Pupils present with specific communication and language needs which impact their access to learning and therefore their progress and attainment
5	Low attendance and punctuality of disadvantaged pupils at school
6	Low parental engagement and high levels of family support required

## 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
<b>Improve attainment and progress data for disadvantaged pupils</b> – our school data continues to represent that disadvantaged pupils	<ul style="list-style-type: none"><li>Disadvantaged pupils make progress that is better than their peers to diminish the difference by the end of KS2</li></ul>

<p>achieve less well than their peers and are therefore less well prepared for the next stage in their education</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils achieve academically in line with their peers by the end of KS2</li> </ul>
<p><b>Ensure that disadvantaged pupils with SEND receive the support they require to access learning</b> - the strong correlation between disadvantaged pupils and a correlating SEND need at Longmeadow means that SENDCo support should address this area and ensure appropriate adaptations are made in school to support their learning</p>	<ul style="list-style-type: none"> <li>The SENDCo will have a clear understanding on the needs and barriers to learning of SEND pupils who are also in receipt of PPG</li> <li>All disadvantaged pupils with SEND will have clear and purposeful support plans (individualised). These plans will aim to improve their attainment and progress data at the end of KS2; they will be regularly reviewed with advice sought from external agencies where needed to achieve this</li> </ul>
<p><b>Support the mental health and emotion needs of disadvantaged pupils so they are ready to learn</b> – varied in school data, such as behaviour reports, as well as external agencies (such as Children’s Services and Herts Police) tell us that our disadvantaged pupils have more mental health concerns, alongside family issues that serve as a barrier to their learning. Longmeadow also has a number of disadvantaged pupils who access counselling and other mental health support due to trauma.</p>	<ul style="list-style-type: none"> <li>The school has an embedded, whole school, therapeutic approach to managing behaviour</li> <li>The SENDCo and Family Support Worker (Mental Health Lead) work with staff to support the needs of disadvantaged pupils with SEND, ensuring appropriate support plans are in place, actioned and reviewed</li> <li>There is a reduction in behaviour incidences for disadvantaged pupils following successful intervention</li> <li>Regulation strategies are directly and explicitly taught across the school to support pupils well-being and development of their own regulation of their emotions and behaviour</li> <li>Complex cases of concerning mental health needs will receive referrals to outside agencies for further support</li> </ul>
<p><b>Children are provided with opportunities to develop their speech, language and communication skills</b></p>	<ul style="list-style-type: none"> <li>Children’s speech, language and communication skills are accurately assessed using a research informed tool e.g. WellComm</li> <li>Plans are created to address children’s speech and language needs using research informed strategies from ELKLAN and WellComm; these plans are regularly reviewed</li> </ul>

	<ul style="list-style-type: none"> <li>• Children are exposed to good models of language and communication through their interactions at school; staff are trained to facilitate this</li> </ul>
<p><b>Work with families to improve attendance and punctuality for disadvantaged pupils</b> – in school data informs us that attendance and punctuality remain an issue for disadvantaged pupils and their families.</p>	<ul style="list-style-type: none"> <li>• The proportion of pupils from disadvantaged groups who are absent or late to school has significantly diminished</li> <li>• Disadvantaged pupils who are persistently absent have clear support plans</li> <li>• Longmeadow work alongside other schools (for siblings) and external agencies to make plans to improve attendance and punctuality</li> <li>• Longmeadow work with the Local Authority Attendance Improvement Officer (AIO) for disadvantaged pupils with complex cases</li> </ul>
<p>Support for families increases engagement with school activities and access to support</p>	<ul style="list-style-type: none"> <li>• The school's Family Support Worker will identify families in need with the support of school leaders</li> <li>• Targeted support will be provided for families which is tailored to their individual circumstances</li> <li>• Opportunities for parents to access support and engage with school will be provided and promoted</li> </ul>

## 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: £61, 314

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To provide high-quality leadership to improve outcomes for disadvantaged pupils</b></p> <ul style="list-style-type: none"> <li>• Close monitoring of first quality teaching through appropriate monitoring and evaluation systems which are followed</li> <li>• To manage the design of appropriate intervention timetables and record keeping, regularly monitoring the impact of these</li> <li>• To track and monitor outcomes for disadvantaged pupils</li> <li>• To implement initiatives to improve outcomes for disadvantaged outcomes</li> <li>• To target, provide and signpost appropriate support for disadvantaged pupils and their families</li> <li>• To report on outcomes to the local authority and the school's governing board</li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Pupil progress meetings held in school will identify pupils in receipt of PPG and explore their progress/attainment and support to ensure it is appropriate to need</li> <li>• PPG Lead to regularly review the progress of PPG pupils across the school</li> <li>• PPG Lead and SENCo to review the interventions in school and ensure that these are appropriate and providing impact</li> <li>• PPG Lead to review the PPG strategy and the impact of this</li> <li>• Leaders to observe teachers as part of the monitoring and evaluation strategy and feedback</li> <li>• Facilitate coaching and mentoring, as necessary, to improve provision for pupils in receipt of PPG</li> </ul>	<p>Education Endowment Fund's (EEF) <a href="#">diagnostic assessment</a> (leaders to put in place and monitor the outcomes of diagnostic assessments).</p> <p><a href="#">EEF Pupil Premium Guide - June 2019</a></p> <p><a href="#">Standards for Teacher Professional Development - July 2021</a></p> <p><a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018</p>	<p>1, 2, 3, 4, 5, 6</p>

<p><b>Improve the quality of communication and interaction in the Early Years</b></p> <ul style="list-style-type: none"> <li>• Provide training and resources to support the development of communication and language from very low baselines for PPG children</li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Baseline assessments of all children's communication and language skills to be completed using WellComm</li> <li>• Staff to be provided with training and support through Herts TLA and visits to other Early Years providers to improve the quality of interactions with pupils</li> <li>• Progress and attainment data in C&amp;L monitored by class team and DHT</li> <li>• Appropriate interventions to be implemented to support children's development e.g. use of Attention Autism, Intensive Interaction, Information Carrying Words and Blanks Levels of Questioning (ELKLAN)</li> <li>• Work to continue following NELI training to support the development of children's communication skills – EY Lead to oversee</li> </ul>	<p><a href="#">EEF Early Years Toolkit</a></p> <p><a href="#">Elklan Training Ltd</a></p> <p><a href="#">Nuffield Early Language Intervention (NELI)</a></p> <p><a href="#">Nuffield Early Language Intervention Scale Up   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 4</p>
<p><b>Introduction of Cornerstones Curriculum to improve the Quality First Teaching offer for all pupils, including those in receipt of the PPG</b></p> <ul style="list-style-type: none"> <li>• Ensure that the curriculum offer in school meets the requirement of the National Curriculum for all pupils</li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Purchase Cornerstones and provide training to staff about its use</li> <li>• Work with curriculum leaders who are supporting the school to ensure that the implementation of the curriculum is progressive and ensures full coverage of The National Curriculum for the subjects it is being used for</li> <li>• Identified school leader to monitor the use of Cornerstones, providing support to teachers as required</li> <li>• Assessment information for all pupils to be gathered across all subjects to assess progress and attainment</li> <li>• Plans to be created as a result of assessment information to ensure the curriculum meets need</li> </ul>	<p><a href="#">EEF Teaching and Learning Toolkit</a></p> <p><a href="#">Cornerstones Curriculum   National Primary Curriculum for England (cornerstoneseducation.co.uk)</a></p>	<p>1, 2</p>

**Improve progress and attainment in reading, writing and Maths across the school so that outcomes for pupils at the end of KS2 improves**

**Continue to engage with Herts for Learning Teaching and Learning Advisors to make improvements to the curriculum and quality of teaching and learning in school**

**Actions**

- Subject Leaders with work with TLAs to assess strengths and areas for development within their subject
- Class teachers to work with TLAs to develop their curriculum planning and delivery; opportunities to team teach will be provided as needed
- TLAs to provide whole staff training to support strong subject knowledge
- Gap analysis work to be completed with TLAs so that targeted support can be provided to pupils, in particular in Maths
- English leads to ensure all staff have training on reading fluency projects and that this knowledge is used to improve outcomes for pupils
- Work with TLA to provide training as necessary

Recorded impact from an 8 week Reading Fluency Project in Hertfordshire, as shared by trainers:

Pupils made above average accelerated progress

Over 1000 pupils have now taken part in the KS2 Reading Fluency Project.

On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age\*. \*as measured by the YARC assessment tool.

Pupils typically demonstrated the following changes in reading behaviour:

- increased stamina – able to read more text for a longer period whilst retaining understanding
  - increased accuracy – children make less substitutions, omissions, mispronunciations, additions when reading a ‘cold’ text
  - increased enjoyment – pupils read more and are more willing to explore a wider range of literature
  - increased confidence – pupils tackle challenging texts with greater willingness and show improved tenacity in teasing out meaning
  - increased engagement – pupils offer more extended contributions in group discussions about challenging texts.
- <https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project>

- 1, 2, 4

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

Budgeted cost: £17, 668

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted intervention for Year 6 to boost their attainment and outcomes at the end of KS2</b></p> <ul style="list-style-type: none"> <li>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) based on data analysis of barriers to attainment</li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Leaders to work with teachers to identify pupils individual gaps in learning</li> <li>Provide interventions to support pupils to know more and remember more</li> <li>Increased adult:child ratio in Year 6 to provide small group support in class</li> <li>Booster intervention groups targeted by need</li> </ul>	<p><a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4,</p>
<p><b>Pastoral and SEND TA Interventions across the school for targeted children</b></p> <ul style="list-style-type: none"> <li>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) to work on the correlation between PPG and SEND across the school</li> <li>Support within lessons to improve self-regulation and access to learning</li> <li>Consolidation of learning completed in classes – time for practise and application of skills - post teaching</li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Regular monitoring of interventions by SENDCo and PPG Lead – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources</li> <li>Teachers/TAs leading interventions to follow intervention plan and keep records showing impact to inform reviews</li> <li>SENCo / PPG lead to monitor the impact of interventions for PPG children</li> </ul>	<p><a href="#">EEF Early Years Toolkit</a></p> <p><a href="#">EEF Teaching and Learning Toolkit</a></p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4</p>

<p><b>Mentoring Scheme – Daily Reading</b></p> <ul style="list-style-type: none"> <li>Teaching staff / Teaching Assistants deployed as mentors to provide daily reading opportunities for pupils in receipt of PPG funding</li> <li>Pastoral / learning dependent on individual need</li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>PPG Lead to set up daily reading opportunities for all children in receipt of PPG</li> <li>Each child to be assigned an adult ‘mentor’ to provide this opportunity</li> <li>Reading to be protected time as reading with children supports academic progress and attainment</li> <li>Reading logs to be kept to analyse for impact</li> </ul>	<p><a href="#">EEF Teaching and Learning Toolkit</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The importance of reading to kids daily (osu.edu)</a></p>	<p>1, 2, 3, 4, 5</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £46, 883

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>School Family Worker to build relationships with families to increase engagement and access to appropriate support</b></p> <ul style="list-style-type: none"> <li>Improve parental engagement including holding coffee mornings/stay and plays etc</li> <li>Provide a wide range of support for disadvantaged families including attendance, routines, and standards of behaviour, basic needs, and communication with the school.</li> <li>Act as a support and referral to specialist services for disadvantaged parents</li> <li>Run holiday meet ups to ensure no family is left without support when school is closed during school holidays</li> </ul>	<p><a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non-London schools Research Report</a> Department for Education – May 2018</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3, 5, 6</p>

<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Family Worker to work within the school 52 weeks a year. Worker to work with vulnerable families and maintain contact</li> <li>• Family worker to be a member of the school inclusion team <a href="#">working closely with the school SENDCo</a></li> <li>• Family worker to engage in regular training to support families</li> <li>• Family worker to be a DSL and attend safeguarding meetings</li> <li>• Family worker to support with attendance for PPG pupils</li> </ul>		
<p><b>Challenge and support persistent absences to increase attendance in school for disadvantaged children</b></p> <ul style="list-style-type: none"> <li>• Continue to rigorously and robustly track all pupils attendance with a focus on improving disadvantaged pupil, particularly persistent absentees</li> <li>• Review strategies for supporting children who are persistently late (inclusion team/family worker / AIO / external agencies)</li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Attendance officer to monitor and report attendance to phase leaders</li> <li>• <a href="#">Letters sent to families where attendance is a concern from the Executive Headteacher – escalation actions explained to families</a></li> <li>• Attendance surgeries with Attendance Officer and <a href="#">Family Support Worker offered</a></li> </ul>	<p><a href="#">Improving School Attendance - Support for Schools and Local Authorities</a> DfE 2021</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 5, 6
<p><b>Provide financial support to families to ensure that disadvantaged children can access the same opportunities as their non-disadvantaged peers e.g. school trips</b></p> <ul style="list-style-type: none"> <li>• Family Worker and teaching staff to identify pupils in need of additional financial support – support schemes to be shared with families</li> <li>• Support for accessing school trips etc to be provided for pupils as needed</li> </ul>	<p>The EEF states: At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It has found the following benefits: Arts participation + 2months gain Outdoor adventure learning +4</p>	1, 3, 5, 6

<ul style="list-style-type: none"><li>Breakfast to be provided for pupils (Magic Breakfast Scheme) to access as needed through The Bagel Hut – extensions of this to be provided to pupils identified in need of this support</li></ul>	months gain Sports participation + 2 months gain	
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**Total budgeted cost: £125, 865**

## 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.

#### **Improve attainment and progress data for disadvantaged pupils**

Attainment and progress data for disadvantaged pupils remains low. The context of this data is poor outcomes and progress for children across the school. Key performance indicators show that improvement is needed across the school to improve outcomes for all children, including those from disadvantaged backgrounds. The strategy plan has been updated to reflect this and the school is working with external school improvement colleagues through the Keys to Success programme.

#### **Ensure that disadvantaged pupils with SEND receive the support they require to access learning**

Work began in 2021 – 2022 with external partners to improve the SEND offer and strategy in school. A new SENDCo has been appointed and an improvement plan is in place, ready to be actioned in 2022 – 2023.

#### **Support the mental health and emotion needs of disadvantaged pupils so they are ready to learn**

The school's Family Worker completed Mental Health Lead training and has been an advocate for children in school as well as their families. This work will continue to develop and extend into 2022 – 2023.

#### **Work with families to improve attendance and punctuality for disadvantaged pupils**

The school's Family Worker has worked closely with families to remove barriers to attendance in individual cases. This approach needs to be broadened more widely now, with plans adapted for 2022 – 2023.

Significant work is needed to continue to support disadvantaged pupils. The school's strategy has been updated and work is being completed as part of the Keys to Success programme to ensure 2022 – 2023 is a successful year for disadvantaged children and their families.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Big Maths and Little Maths	Andrell Education
Nutfield Early Language Intervention	ELKLAN
Early talk Boost, Talk Boost and Phonics Boost Interventions	The Communication Trust
Back on track resources (English and Maths)	Herts for Learning
Explore and Engage resources	Herts for Learning