



Pupil premium strategy statement – Longmeadow 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 longer term (2024-2027) 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	207
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	James Berry, Interim Headteacher
Pupil premium lead	James Berry, Interim Headteacher
Governor / Trustee lead	Jo-Ann Staniforth, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	94,000
Pupil premium funding carried forward from previous years	NIL
Total budget for this academic year	94,000

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant (PPG) is a government initiative that was first allocated to schools in 2011. It is designed to narrow the attainment gap between children who are eligible for free school meals, or who have been eligible in the last 6 years, and their more economically advantaged peers. This is referred to as 'diminishing the differences.' The funding is allocated to schools to provide support and opportunities above and beyond the Quality First provision delivered to all pupils.

The pupil premium grant exists to:

'Improve the education outcomes for disadvantaged children' (DfE Pupil Premium guidance – September 2021)

At Longmeadow we are aware that our children come from families in challenging circumstances and that this has the potential to create barriers to their learning. Even those who are not officially recognised as PPG, tend to come from families with a low socially economic standing and they too may have significant barriers.

Our intention is that all pupil premium spend is closely targeted to ensure that all pupils make good progress from their starting points and achieve in line with their more advantaged peers.

At the heart of our approach is to always consider those who are most vulnerable and the challenges they face. This helps to shape the provision we put into place and informs our spending decisions.

We prioritise quality first teaching and equipping our staff so that they can best support all children in their class and especially those who are identified as disadvantaged. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through our secure understanding of the local community and its needs, we have identified both common and individual challenges. Many of these are supported through the work of our Family Support Worker who works alongside our families to identify, support and access local resources. Within school, accurate assessment means that pupils individual needs are quickly identified and targeted. We have high aspirations for all our children and recognise that economic disadvantage must not be a limiting factor.

The key principles within our strategy plan are:

- To ensure high quality teaching is delivered to support the progress of all learners.
- To develop pupils' self-regulation and growth mindset.
- To support the mental health and wellbeing of all learners through a therapeutic approach; making reasonable adjustments and individualised provision where needed.
- To raise standards in reading and writing through targeted small group reading interventions and high-quality phonics teaching.
- To improve the attendance of our disadvantaged learners through parental
- Engagement.

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 KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>EYFS Communication and Language 2025 shows that 30% of pupils in Reception were at the emerging stage. Of the group 28.6% were eligible for PPG.</p>
2.	<p>Assessment, observations and discussions with pupils indicate that most pupils have difficulties with reading due to poor phonemic knowledge. 58.46 % achieved the expected standard in the phonics screening check in 2025. (Stevenage 76.7%, Herts 81.6%, Nat 79.9)</p>
3.	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>Attainment remains low across the school. 50% of all pupils at the end of key stage 2 achieved the expected standard in reading in 2025 (Stevenage 70.3%, Herts 78.0%, National 75.1%)</p>
4	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Attainment remains low across the school. 36.4% of all pupils at the end of key stage 2 achieved the expected standard in mathematics in 2025 (Stevenage 67.6%, Herts 75.6%, National 74.1%).</p> <p>28.6% of disadvantaged pupils achieved the expected standard in comparison with 40% of non-disadvantaged pupils.</p>
5	<p>Internal assessments and discussions indicate that a significant proportion of disadvantage pupils, 31%, also have a diagnosis of special educational need and/or disability (SEND).</p>

6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils.</p> <p>27% of disadvantaged pupils have been ‘persistently absent’ compared to 19.5% of their peers. In addition, 10% of pupils currently eligible for PPG are regularly late in comparison to 1.6% of non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among all pupils, including disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics screening checks amongst disadvantaged pupils.	Improve PSC outcomes (51.4% 2024) in 2026/2027 for all pupils, to be at least in line with other Stevenage schools, and show that more than 75% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	Improve KS2 reading outcomes in 2026/27 for all pupils, to be at least in line with other Stevenage schools, and show that more than 60% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Improve KS2 maths outcomes in 2026/27 for all pupils, to be at least in line with other Stevenage schools, and show that more than 60% of disadvantaged pupils met the expected standard.
To ensure pupils with SEND, who are also eligible for PPG, have statutory requirements met and suitable interventions accessed.	Early identification of SEND supports teachers to adapt the curriculum according to their needs.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent is inline with national figures and the figure among disadvantaged pupils being no more than in line with their non-disadvantaged peers.
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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) – please see school improvement plan for details

Budgeted cost: **£47000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop our school curriculum to focus on oracy. Ensuring that all children are able to talk about their learning and use higher order vocabulary to explain their thinking.</p> <p>Embed dialogic activities across the school curriculum.</p> <p>We will fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1
<p>Ensure fidelity to the school's SSP Little Wandle to secure stronger phonics teaching for all pupils.</p> <p>English subject leader to ensure that all adults are trained to implement Little Wandle effectively.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2

<p>Diagnostic assessments are used to identify those pupils who need support to 'keep up'</p> <p>Little Wandle Reading Fluency is introduced to Year 3</p> <p>English TLA supports English subject leader as appropriate</p> <p>Develop strategies to increase parent understanding and confidence to support early reading.</p>		
<p>Hone the school's guided reading curriculum to secure stronger outcomes for all pupils.</p> <p>Promote high quality dialogue in the classroom. Both between the teachers and pupils and between pupils to support their thinking and use of language relating to texts. <i>(link with Challenge 1)</i></p> <p>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure these words, and providing purposeful opportunities to use these. <i>(link with Challenge 1)</i></p> <p>TLA works collaboratively with KS 2 staff to plan a sequence of learning with team teaching opportunities.</p> <p>Accelerated reader is used consistently.</p> <p>Ensure that reading areas within classrooms promote a love of reading and high-quality texts are available for pupils to select.</p>	<p>EEF-KS2-lit-2nd-Recommendations-poster.pdf</p> <p>Reading comprehension strategies EEF</p> <p>The reading framework</p>	<p>1,3</p>

<p>Embed '3 o'clock stop' for teachers to share quality texts at the end of the school day.</p> <p>Look for opportunities in the wider curriculum to share new reading material including assemblies.</p> <p>Ensure that texts used across the curriculum are suitably matched to pupils' reading ability.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>All teachers to receive CPD to ensure use of manipulatives and CPA approach.</p> <p>Lessons include oral rehearsal and use of sentence stems/speaking frames to support. <i>(link with Challenge 1)</i></p> <p>Focus on fluency in all lessons (Maths TLA focus)</p> <p>5-part fluency:</p> <ul style="list-style-type: none"> • Count with me • Number focus • Rewind to (previous focus that needs consolidation) • Right here, right now (reactivating something that will benefit current teaching) • Coming soon (revisiting previous content ready for an upcoming sequence. Also, reactivating and 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 4</p>

<p>rehearsing prior learning to support planning on starting points.)</p> <p>Pace and participation will be a focus during fluency sessions.</p> <p>MEP (supply costs)</p>		
<p>Ensure early identification and support of pupils with SEND.</p> <p>Quality first teaching includes:</p> <ul style="list-style-type: none"> • explicit instruction • cognitive and metacognitive strategies • scaffolding • flexible grouping • using technology 	<p>Evidence which informed EEF blog: 'Five-a-day' to improve SEND outcomes EEF indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among pupils with additional needs, as well as their classmates. With a focus on quality first teaching, we will use this research to improve practice.</p>	5
<p>Attendance</p> <p>Improving attendance of our most vulnerable pupils will ensure they access lessons and targeted interventions were appropriate. Regular attendance may also support improved behaviour across the school.</p>	<p>Supporting attendance EEF</p>	6

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

Budgeted cost: **£ 17000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Booster group sessions for those preparing to move to the next key stage.</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 Teaching and Learning Toolkit EEF</p>	2, 3, 4

	Small group tuition Teaching and Learning Toolkit EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2, 3
Additional Maths sessions targeted at disadvantaged pupils who require further maths support through the use of Numberstacks intervention. Maths interventions provided by Stevenage football club in small groups	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	4

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for new attendance officer to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Supporting attendance EEF	6
School Family Worker to maintain and build relationships with families to increase engagement and access to appropriate support <ul style="list-style-type: none"> • Improve parental engagement • Provide a wide range of support to disadvantaged 	School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of London and non London schools Research Report Department for Education – May 2018	1, 6

<p>families including the area of attendance</p> <ul style="list-style-type: none"> • Act as a support to disadvantaged parents, making further support referrals where appropriate • Family Worker to work within the school 52 weeks a year providing consistent support. • Family Worker to promote the mental health and wellbeing of children 	<p><u>Parental engagement EEF</u> (educationendowmentfoundation.org.uk)</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>
<p>Provide financial support to families to ensure that disadvantaged children can access the same opportunities as their non disadvantaged peers e.g. school trips</p> <ul style="list-style-type: none"> • Support for accessing school trips at a reduced cost (50%) <ul style="list-style-type: none"> • Breakfast and after school club provided as need and free of charge 	<p>The EEF states: At the EEF, we think enriching education has intrinsic benefits.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>6</p>

Total budgeted cost: £ 94000 (overspend)

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.

The data demonstrated that at the end of the academic year 2024/202 that

- whole school PPG reading 47% were on track or working at greater depth
- whole school PPG writing 42% were on track or working at greater depth
- whole school PPG maths 44% were on track or working at greater depth

Of the 37 pupils who were eligible for reading, writing and maths assessment at the end of KS2, 15 were classified as disadvantaged whilst 22 were classified as non-disadvantaged.

Reading, 46.7% non-disadvantaged pupils were working at or above ARE and 57.1% of disadvantaged pupils were working at or above ARE. Gap reduced on previous year

Writing, 57.1% non-disadvantaged pupils were working at or above ARE and 46.7% of disadvantaged pupils were working at or above ARE (reverse gap).

Maths, 40% non-disadvantaged pupils were working at or above ARE and 28.6% of disadvantaged pupils were working at or above ARE. This is a reduction on the 48.6% gap last academic year.

Based on all the information above, the performance of our disadvantaged exceeded in some cases performance of non-disadvantaged but the overall performance of the cohort as a whole was below expected. We are at present putting measures in place to continue to close the gap and achieve the outcomes 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that focused CPD improved quality first teaching in the school from a low starting point. The quality of communication and interaction in EYFS has particularly improved as evidence by advisor reports and GLD outcomes (65.2%).

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Maths and wellbeing support	Stevenage Football club
Little Wandle Phonics	Little Wandle Phonics- letters and sounds revised
Kapow	Kapow curriculum