

# Pupil premium strategy statement – Longcot and Fernham CE 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	127 (123 plus 4 Nursery)
Proportion (%) of pupil premium eligible pupils	20% (25 children) 17 Service Pupils 7 FSM 1 PCWCF
1	1 of 3 (new 3 year plan)  2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	S Robins and LGC
Pupil premium lead	Sally Robins
Governor / Trustee lead	Clare DeBank

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,530
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£20,530

# Part A: Pupil premium strategy plan

## Statement of intent

At Longcot and Fernham CE primary School, our intention is that all pupils, irrespective of their background or any challenges they face, make good progress, are emotionally and socially well, attend school consistently, participate fully in school life, and achieve well 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 will consider the challenges faced by vulnerable pupils, including those working with family support services and young carers. The activity we have outlined in this statement is also intended to support children's needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on core curriculum areas and ensuring an inclusive approach. 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.

The majority of our children eligible for the Pupil premium children are eligible for Service Pupil Premium so our plan will specify the ways in which we provide support for these children and their particular experiences and challenges.

## Challenges

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

Challenge number	Detail of challenge
1	Overall attendance and punctuality for those entitled to the pupil premium is lower than that of their peers. Consistent and punctual school attendance will support overall outcomes and wellbeing.
2	Children within the pupil premium group require sufficient pastoral support for their emotional wellbeing and family circumstances (both Service families and other PP children). This connects directly with challenge 1.

3	There is a difference in academic outcomes for some children entitled to the pupil premium. These children require ongoing high quality first teaching and opportunities for intervention to allow them to access the curriculum in full.
4	71% of our disadvantaged pupil premium children are also identified on the SEND register. We are committed to ensuring that SEND provision and processes are strengthened and that all teachers are skilled in ensuring that the curriculum is adapted and scaffolded to meet the needs of these learners, alongside targeted intervention where 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
Overall attendance and punctuality for those entitled to the pupil premium is lower than that of their peers. Consistent and punctual school attendance will support overall outcomes and wellbeing.	<p>Differences in attendance for children eligible for pupil premium funding are diminished and attendance does not pose a barrier to their achievement.</p> <p>The punctuality of children eligible for the Pupil premium is improved.</p> <p>Attendance strategies are robust but inclusive and supportive for all involved and allow us to maintain positive relationships with families.</p>
Children within the pupil premium group require sufficient pastoral support for their emotional wellbeing and family circumstances (both Service families and other PP children). This connects directly with challenge 1.	<p>Children eligible for the Pupil Premium, including those eligible for Service Pupil Premium access pastoral support from key adults when required.</p> <p>Staff with specific responsibility for Service Pupils continue to have dedicated time to build strong relationships with, and work with children from Service Families.</p> <p>Parents of Service children feel well supported, especially during more challenging periods, such as deployments.</p> <p>Vulnerable pupils have secure and connected relationships in school and access pastoral care and intervention when needed.</p> <p>Pupil voice is captured and acted upon to ensure pupil premium children feel the fullest sense of security, belonging and connection in school.</p>

<p>There is a difference in academic outcomes for some children entitled to the pupil premium. These children require ongoing high quality first teaching and opportunities for intervention to allow them to access the curriculum in full.</p>	<p>Investment in curriculum improvements for all children will benefit children eligible for the Pupil Premium by bringing improved clarity of content and pedagogy across subjects.</p> <p>CUSP and RWI will support a reduction in cognitive load to allow pupils who may have other vulnerabilities the best chance to access learning.</p> <p>Assessment will identify early when pupils require additional support</p>
<p>71% of our disadvantaged pupil premium children are also on the SEND register. We are committed to ensuring that SEND provision and processes are strengthened and that all teachers are skilled in ensuring that the curriculum is adapted and scaffolded to meet the needs of these learners, alongside targeted intervention where required.</p>	<p>Children on the SEND register who are also eligible for the pupil premium are supported effectively and make strong progress across their time in school.</p> <p>SEND identification and steps to support are robust and effective.</p> <p>In all classes there is clear evidence of adaptations, scaffolding and interventions where appropriate.</p>

## 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: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Investment in Read, Write, Inc and associated resourcing and CPD</i></p>	<p>A high-quality curriculum and upskilled teachers benefits all children.</p> <p>There is clear evidence that closing the reading gap supports children across the rest of the curriculum and throughout their education.</p>	<p>3, 4</p>

	<p>Read, Write, Inc. offers a specific programme of intervention for children for whom progress is slower.</p> <p>EEF – High Quality Teaching tier</p>	
<p><i>Investment in CUSP curriculum for Writing, Spelling, History, Geography, Science, Art and DT, along with associated CPD</i></p>	<p>A high-quality curriculum and upskilled teachers benefits all children.</p> <p>CUSP Curriculum brings consistency of pedagogy and delivery across multiple subjects as well as clear connections. Evidence is clear that this supports children with working memory and transference of knowledge into the long term memory.</p> <p>CUSP is built with cognitive load theory in mind</p> <p>EEF – High Quality Teaching tier</p>	3, 4
<p>Fixed term appointment of 1 day per week SENDCo</p>	<p>Dedicated time from an experienced SENDCo will support all SEND children in achieving the best outcomes.</p> <p>EEF – High Quality Teaching, Targeted support and Wider Strategies tiers</p>	4
<p>Recruitment of Teaching Assistants with the consideration of a further attempt to recruit a Higher-Level Teaching Assistant.</p>	<p>Numbers of SEND children have grown and with 4 EHCP children, we are committed to ensuring that we provide effective targeted support.</p> <p>EEF – High Quality Teaching, Targeted support and Wider Strategies tiers</p>	2, 3, 4
<p>CPD for all staff on the graduated response in SEND, Strategies to support children with more complex needs, EBSA and Adaptations and Scaffolds.</p>	<p>Developing staff expertise in these areas will benefit all children but especially the most vulnerable who may face multiple challenges.</p> <p>Adaptations and Scaffolds are imperative to ensuring an inclusive curriculum approach.</p> <p>EEF – High Quality Teaching and Targeted Support</p>	3, 4

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc. 1:1 tutoring, Pinny Time and Speed Minute approaches for targeted children.	<p>Intervening early to support children as soon as gaps in their sound knowledge or phonic skills are apparent will support all children to progress.</p> <p>Tightly focused support in a 1:1 or small group offers children who may find early reading difficult, the chance to close gaps.</p> <p>EEF – Targeted support and High Quality Teaching</p>	3, 4
Investment in Numbots and TTRS to support children	<p>Revisiting and retrieving knowledge allows children to transfer knowledge to their long term memory and supports those children who need multiple repetitions of information.</p> <p>These programmes can be used at home, allowing parental engagement and additional deliberate practice.</p> <p>EEF – Targeted support and High Quality Teaching</p>	3, 4
Use of Digital Thinking Hard Tasks for pupils to retrieve and revisit knowledge with a direct link to the curriculum.	<p>Revisiting and retrieving knowledge allows children to transfer knowledge to their long term memory and supports those children who need multiple repetitions of information.</p> <p>EEF – Targeted support and High Quality Teaching</p>	3, 4

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

Budgeted cost: £ 5,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued delegation of time and expertise to Service Pupil Lead and TA support.	<p>Having a specific plan and link for this work has benefitted children by offering a key secondary attachment and a further sense of belonging.</p> <p>A designated teacher ensures that opportunities to support are not missed (e.g. when deployments take place)</p> <p>EEF – Targeted support and Wider strategies</p>	2
Dedicated time from Headteacher and Administrator to monitor, track and support attendance and punctuality.	<p>Attendance is a high focus area nationally, within the Trust and in school. Supporting regular attendance is one of the most effective interventions we can offer.</p> <p>Dedicated time to ensure all new guidance is upheld, alongside investment in positive relationships and a supportive approach is crucial.</p> <p>EEF – Targeted support and Wider strategies</p>	1
Subscription to Inclusive Attendance and engagement with CPD.	<p>Effective support around attendance can be challenging and CPD to ensure a rigorous but inclusive approach will benefit all pupils across the school.</p> <p>EEF – Targeted support and Wider strategies</p>	1
<p>PP Lead, SENDCo and TA pastoral support with key adults for pupil premium children.</p> <p>PP Lead time to complete Pupil Voice exercise using specific questions to capture PP children's experience.</p>	<p>It is important that we understand the experience of children to ensure that our strategies remain valid and directly impactful.</p> <p>Support to understand and overcome barriers to learning will allow children to focus on their learning and achieve success.</p> <p>EEF – Targeted support and Wider strategies</p>	2, 3, 4

<p>Ensure children have the same opportunities as their peers by contributing, where appropriate, to trips, visits, uniform.</p> <p>Monitoring of participation in enrichment and extra curricular clubs. Acting to boost uptake for PP children as required.</p>	<p>Children who are fully part of school life and have access to a broad range of opportunities and experiences, are more likely to thrive and this transfer to academic success.</p> <p>EEF – Targeted support and Wider strategies</p>	<p>1, 2, 3, 4</p>
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**Total budgeted cost: £20,530**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Strategies from the previous plan had some effect over the last year. Pupil premium children were supported with their learning and pastoral care but the consistency and effectiveness of this was impacted by significant staff turnover and unsuccessful recruitment to a long-term Higher-Level Teaching Assistant role (as per the plan for 23-24).*

*A new and effective PSHE Spiral curriculum was introduced (Jigsaw) to contribute to emotional support and wellbeing. Zones of Regulation was introduced as a whole school intervention, and a new positive relationships policy (inclusive and supportive) was devised and introduced. These actions contributed to improved wellbeing.*

*Work on attendance was begun and the profile of attendance began to be raised across the school. Attendance monitoring took place and conversations about attendance were built into meetings with families.*

*Children requiring financial support received financial subsidy and support to attend trips and residential across the year. School uniform was provided for some disadvantaged pupils.*

*New leadership and staff are now in place and the new plan is tightly linked to the SDP for the school and vision for overall success.*

*Outcomes for PP children were as follows:*

*Y6 – 1FSM PP child (also SEND) did not reach the expected standard in RWM*

*1 PP Service Pupil reached the expected standard in all areas*

*Y2 – 1 FSM PP child reached the expected standard in RWM*

*All PP children in Y1 reached the threshold for the Phonics Screening check*

*EYFS – there were no FSM PP children. Of the 2 Service PP children, 50% achieved a Good level of Development.*

### 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
N/A	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<p>Service Premium funding has been used to support the following strategies:</p> <ul style="list-style-type: none"> <li>• Staffing – Mrs Kent and Mrs Page-Harvey have been allocated specific time to plan for and work with Service Pupils and their families</li> <li>• Group work and resources to support Service Pupil group activities.</li> <li>• Individual work, in particular pastoral support in the event of deployments</li> <li>• Books and resources targeted at Service Pupils and their experiences</li> <li>• Work with Many Milburn and Suzie Davies in their capacity at Trust Service Leads</li> <li>• Staffing, admin and resourcing for events such as Service Pupil attendance at the Royal International Air Tattoo</li> </ul>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<p>Service Pupils have thrived in school over the last year. Despite some children experiencing parental deployment, school has been consistent and staff have worked closely with parents to prepare children for this and offer support during these times.</p> <p>Mrs Kent and Mrs Robins have offered more in-depth support at family level where families have experienced challenges and dedicated time to meet with parents and provide support strategies. Families have expressed tremendous appreciation for this.</p> <p>Service Pupils attendance has broadly been in line with that of their peers.</p> <p>Service Pupil outcomes have been in line with those of their peers.</p>