

# 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	133 (123 plus 10 Nursery)
Proportion (%) of pupil premium eligible pupils	20% (26 children) 16 Service Pupils 10 FSM No CWCF/ FCWCF
	Y2 of 3 (3 year plan)  2024 – 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	S Robins and LGC
Pupil premium lead	Sally Robins
Governor / Trustee lead	Sue Hunter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,185
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>	£19,185

# 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, remain 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 recognise that access to high-quality teaching with adaptive approaches to meet individual need is the key to success for all pupils. We invest deeply in the personal development of our pupils, through our curriculum, secure relationships, enriching opportunities, and strong pastoral and family support.

Our strategy is rooted in the belief that every child can succeed, and that disadvantage must never be a barrier to achievement. 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.

### Our Key Principles are:

- High Expectations for All: Every child is capable of excellence.
- Assessment, Not Assumption: Decisions are driven by data and understanding, not stereotypes.
- Whole School Culture: Inclusion and equity are **everyone's** responsibility.

Over half 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
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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 consistent high-quality teaching and opportunities for effective evidence-based intervention to allow them to access the curriculum in full and achieve. Children require staff who are well qualified, highly trained and can provide excellent classroom practice.
4	A notable proportion of our children eligible for the pupil premium are also identified on the SEND register or have Education Health and Care Plans. 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. 50% of our economically disadvantaged pupils are on the SEND register 30% of our economically disadvantaged pupils have an EHCP

## 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>Disadvantaged 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: £ 11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ongoing Investment in Read, Write, Inc and associated resourcing and CPD</i>	<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>Read, Write, Inc. offers a specific programme of intervention for children for whom progress is slower.</p> <p>EEF – High Quality Teaching tier</p>	3, 4
<i>Ongoing Investment in CUSP curriculum for Writing, Spelling, History, Geography, Science, Art and DT, along with associated CPD</i>	<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
Investment in WalkThus and associated training	<p>Quality first teaching in the classroom carries maximum impact for all pupils. Walk Thus offers focus and rehearsal of effective classroom strategies to support this for all teachers.</p> <p>EEF – High Quality Teaching</p>	
CPD through BBO Maths Hub for high quality Maths teaching		
Appointment of 1 day per week SENDCo and investment in training for this role.	<p>Dedicated time from a 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

Recruitment of Teaching Assistants	<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>Dedicated use of Ed Psych time for training</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: £2400

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>	3, 4

	EEF – Targeted support and High Quality Teaching	
Use of Digital Thinking Hard Tasks for pupils to retrieve and revisit knowledge with a direct link to the curriculum.	Revisiting and retrieving knowledge allows children to transfer knowledge to their long term memory and supports those children who need multiple repetitions of information.  EEF – Targeted support and High Quality Teaching	3, 4
Use of Number Stacks intervention for tightly tracked mathematics intervention	Scaffolded intervention with rigorous assessment each session to ensure stepped progress. This should support in closing gaps in number knowledge which are barriers for pupils.  EEF – Targeted support and High Quality Teaching	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.	Having a specific plan and link for this work has benefitted children by offering a key secondary attachment and a further sense of belonging.  A designated teacher ensures that opportunities to support are not missed (e.g. when deployments take place)  EEF – Targeted support and Wider strategies	2
Dedicated time from Headteacher and Administrator to monitor, track and support attendance and punctuality.	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.	1

	<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>	
<p>Subscription to Inclusive Attendance and engagement with CPD.</p>	<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>Purchase of Assistant Ed Psych time for the running of Resilience Intervention and upskilling of a TA working alongside.</p>	<p>This approach brings specialist support for targeted pupils in relation to resilience and metacognition and also contributes to development of school staff by building experience to continue this work after the initial intervention.</p> <p>EEF – Targeted support and wider strategies, Teir 3</p>	1, 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</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>	1, 2, 3, 4

boost uptake for PP children as required.		
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**Total budgeted cost: £19,230**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Strategies from the previous year have been actioned well and many have had good impact.*

*Tracking of the engagement of pupils eligible for the pupil premium shows excellent take up for clubs and extra-curricular activities and where these pupils have not taken up after school opportunities we have been able to establish that there are reasons unrelated to accessibility or cost. Subsidies have contributed to access to Rocksteady Music, peripatetic music lessons, paid clubs and school trips (including residential).*

*The attendance of children eligible for the pupil premium, while stubbornly below that of their peers has shown some real improvements. For some pupils this has included overcoming significant EBSA to achieve full attendance from significantly reduced timetables in the early part of the year.*

*3 children eligible for the pupil premium have been supported to achieve their EHCPs through SENDCo support and other pupils with SEND have been well supported by the temporary appointment of an experienced SENDCo. Overall SEND provision has strengthened considerably as a result of this action.*

*There were no children eligible for the pupil premium due to economic disadvantage in EYFS or Y1 to compare outcomes but of the pupils who are Service Children in those year groups outcomes were as follows:*

*100% EYFS Service Pupils achieved GLD (3 pupils)*

*0% of Service Children in Y1 reached the Phonics Screening threshold (1 pupil also SEND)*

*In Y6 outcomes were as follows:*

*50% Service Pupils achieved the expected standard in Reading Writing and Maths (of 2 pupils, 1 with SEND)*

*50% of economically disadvantaged pupils achieved the Expected Standard in Reading, Writing and Maths (of 2 pupils, 1 with SEND)*

*The introduction and investment in Read, Write, Inc. Supported outcomes as follows:*

*Y1 – 82% Expected Standard, 29% Greater Depth*

*Y2 – 84% Expected Standard, 29% Greater Depth*

## 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 Mandy Milburn and Suzie Davies in their capacity at Trust Service Leads as well as local organisations championing these children</li><li>• Staffing, admin and resourcing for events such as Service Pupil attendance at the Royal International Air Tattoo, Remembrance Service and Service family Forest School</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>See previous section for academic outcomes.</p>