Pupil premium strategy statement Longman's Hill CP School from September 2025

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Longman's Hill CP School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	7.6% (2025/26) + 3.5% PP+
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to 2026/27 **This is year 2 of plan**
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	J Elcock (Headteacher)
Pupil premium lead	L Nicklin
Governor lead	L Pope

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,440
Recovery premium funding allocation this academic year	£0
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	£38,440 (allocation is based on Oct 2024 census data)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that ALL children at Longman's Hill CP School achieve well, irrespective of background or personal challenges, and that they are well prepared for their next steps in life including moving to secondary school and beyond. This strategy aims to remove barriers to learning created by poverty, family circumstance and background.

Our intention is that every child will:

- Have an equitable curriculum offer and achieve well; we aim to narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers, both within school and nationally.
- Be well taught by highly skilled, trained staff.
- Develop knowledge and skills in a range of curriculum areas which support high attainment and good progress
- Be taught to read fluently and with good understanding to enable them to access the breadth of the curriculum and to communicate effectively in a wide range of contexts
- Develop emotional resilience so that they are ready to learn
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Whilst the focus of this Pupil Premium Strategy is to support vulnerable and disadvantaged pupils to achieve these goals, many of the strategies will also impact positively on non-disadvantaged pupils. Our curriculum is designed and taught with the clear intention that all children will achieve well and that where individual's attainment and progress is already strong, it will be sustained.

We use regular assessments and termly pupil progress meetings to determine the nature of individual need and the impact of strategies employed within this document. All staff are responsible for identifying need and improving outcomes for disadvantaged pupils at Longman's Hill School. This strategy sets out actions we will take including whole school strategies (including Quality First teaching), targeted support/ intervention and wider school strategies.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment in reading and maths**. Assessments and observations show that attainment in reading and maths among many disadvantaged pupils is significantly lower than non-disadvantaged pupils in KS2. **Attainment in writing- added for 25/26.** Summer 25 data shows that attainment in writing has significantly decreased compared to summer 24.
2	**SEMH support.** Assessment and observations show that some disadvantaged pupils have lower resilience, confidence and emotional well-being than their peers. This directly impacts on their ability to access learning.
3	**Attendance.** Data shows that attendance for some pupils is less than 90%, categorising them as persistent absentees. Poor attendance affects educational outcomes overall.
4	**Access to wider curricular opportunities.** Limited funds and financial barriers within families impacts on access to extended extra-curricular learning opportunities (curriculum enrichment/ cultural capital) and school readiness. This has been far greater since the covid pandemic and impact on employment opportunities for families. Poor attendance also has a detrimental effect on pupils' ability to access the curriculum offer.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (which ends in July 2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment in reading, writing and maths for disadvantaged pupils	KS2 reading, writing and maths outcomes in summer 2027 are at least in line with national data.
Improved attendance amongst all pupils, including those who are categorised as Persistently Absent	Reduce the numbers of PA pupils from 22 currently to zero PA by summer 27.
Disadvantaged pupils are equipped to emotionally regulate themselves and are confident; consequently they can access lesson content successfully and make good progress.	Disadvantaged pupils show increased levels of confidence by summer 27 and are emotionally regulated and have high levels of wellbeing. Evidenced by: Pupil voice and questionnaires Thrive profiling data Staff observations Exclusion / suspension data
Disadvantaged pupils have equal access to the extended school curriculum. Their basic needs are met so that they are ready to learn. They attend school regularly in order to fully access the curriculum offer.	Disadvantaged pupils' take up of extra-curricular activities including clubs and residentials increases by summer 27

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching & whole school strategies (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching and assessment Identify gaps in pupil understanding / skills - Use age standardised tests - Rising Stars NTS Maths / reading & GAPS (spelling / grammar) tests and phonic screening with all pupils on an annual basis. Use Question level analysis to determine gaps in learning and plan timely and appropriate interventions. Review impact in termly Pupil progress meetings	Standardised tests provide accurate and reliable information regarding gas in children's understanding. They identity which areas pupils require support with so that interventions can be tailored accordingly. See EEF Evidence on diagnostic assessment: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1
Technology and other resources that support high-quality teaching Our technology (in particular laptops) for pupils and teaching assistants is old and requires replacing to ensure teaching & learning is of high quality and effective in improving outcomes. We will purchase a class set of 30 laptops to replace one of our 2 class sets. **We will use fundraising to purchase this technology.** We will also purchase x 5 staff laptops to support delivery of timely interventions by TAs with individuals / groups of pupils. **Developing high-quality teaching & Supporting the recruitment and retention of staff** **MATHS** Pupils receive targeted pre and post teaching in addition to whole class teaching (mastery approach). In maths, a Same Day Intervention approach will be used to target specific pupils quickly with additional support. Retention of TAs is vital after	Evidence suggests that pupils progress is maximised by quality first classroom teaching; enhancing access to this through pre/post teaching is the desired approach. The EEF suggests a 3 tiered approach to use of the PP funding and use of technology is a recognised way to support high quality teaching as apart of a whole school approach. **EEF Guide to the pupil premium** **MATHS** EEF recognises that setting and streaming practices may undermine low attainers' confidence, and discourage the belief that attainment can be improved through effort:	1

budget deficits meant having to considerably reduce TA team. Embed and continue the use of NCETM Mastering Number approach across school in all but Y6. Continue to deliver the mastering at home program for EYFS and KS1, inviting parents to workshops and giving resource packs to use at home. The program teaches number sense and builds early foundations in maths understanding Continue to use and refine a revised LTP for maths which uses the NCETM small steps resources through a mastery approach. Staff to be given additional planning time for maths lessons. Use the EEF cycle to introduce the new initiative (Explore, prepare, deliver, sustain – 25/26 will be the 'sustain' phase) Take part in NYC LA initiative to improve mathematics specifically for the current Y6 cohort. Y6 teacher to deliver daily 15 min sessions from Nov 25 to May 26. **READING** Embed a whole class approach to explicitly teach key reading skills including fluency, pace and comprehension strategies. Use of Ninja comprehension books as session resource from Y1 to Y6. Ensure all pupils have an equitable offer for reading- increased access to age appropriate texts across the wider curriculum; quality texts which pupils may not otherwise encounter. Purchase and use online reading programme Reading Plus in KS2 for all pupils which is designed to improve fluency and comprehension. **WRITING** School to participate in pilot programme for pupils in EYFS aimed at increasing outcomes in writing at the end of EYFS. Head and EY Lead to attend launch CPD event. EY lead to participate in subsequent CPD to improve outcomes in EY writing and on-site audits and coaching from EY Adviser at NYC. This initiative is in addition to whole school actions to improve writing including more focus on the teaching of spelling and grammar.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/setting-and-streaming Use of pre/post teach sessions will allow an increased percentage of pupils to access whole class provision and also means teachers use formative assessment evidence to respond to pupils need. https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/ https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/ A mastery approach to teaching is used : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation **READING** EEF evidences that Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy?approach=teaching-mark-making-and-letter-formation	

Supporting pupils' social, emotional and behavioural needs Further embed the use of the Thrive approach ACROSS the whole school, not only for targeted pupils- use a whole class approach for 'right time Thrive'. Introduce new initiatives to ensure that whole class Thrive is prioritised and a focus in class (including noticing and rewarding through the use of new app Classdojo). Profile all pupils and embed use of class action plans	EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk) Thrive approach evidence	2

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

Budgeted cost: £2,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions TAs strategically deployed across school to ensure maximum impact. **The costings to retain TAs is included in section 1 'whole school strategies'.** Decisions about class evidence-based interventions delegated to class teachers; to be based on data drivers and in conjunction with SLT after Pupil Progress meetings. TAs used widely for focussed interventions in reading and more generally in maths lessons to ensure that the Same Day intervention approach can be used to target children during the maths lesson (in the moment teaching). Specific additional 1:1 support for pupils requiring a more tailored support approach **Technology and other resources** Continue to use software to increase children's access to reading materials and maths and to support and enhance classroom teaching: KS2- Times tables Rockstars (TTRS) KS1- Numbots Whole school- Mathletics Y2-6- Mathsframe Whole school- White Rose maths resources Grammarsaurus	The EEF toolkit recommends the use of timely, evidence based interventions led by qualified staff as the most effective use of interventions support. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1

IDL spelling IDL maths **Targeted interventions to support language development, literacy and numeracy** Targeted phonics interventions for pupils in Y2 who failed to meet the standard in the Y1 phonic screening and for identified children in Y1	EEF evidences 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. Phonics | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £15,294

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs The whole school Thrive profiling we have completed has identified a need for specific children to receive more bespoke, targeted interventions around SEMH. We have increasing numbers of pupils requiring this type of support. Support will be provided as follows: • Run lunch nurture club x 4 per week (Woodland Club) run by HLTA • Identify disadvantaged pupils requiring more tailored support. Timetable regular Thrive sessions for these pupils.	Research by Public Health England November supports the link between pupil health and wellbeing and attainment: 'Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.' EEF publication 'Social and Emotional Learning' EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	2
Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips As part of our Action Against Poverty Plan (NYC initiative) Provide additional opportunity for pupils to apply knowledge and understanding and develop cultural capital outside the curriculum with free access to before/ after school clubs and residentials. Provide free milk with school lunches Fund uniform where appropriate so that children are ready for each school day.	An outstanding curriculum offer must be much broader than the statutory National Curriculum. We plan a curriculum which aims to develop the 'whole child'; we recognise that whilst academic achievement is important, it is not the only measure of success. We also place importance on creating a collection of memorable learning experiences which can broaden horizons, both within the classroom and in the wider environment. We consider cultural capital to be 'powerful knowledge' and as such all children must have opportunity to develop it so that they can participate in academic discussion, now and in later life. We are aiming to be accredited for our action Against poverty measures this academic year.	4
Supporting attendance Improved attendance amongst all pupils, including those who are categorised as Persistently Absent by:	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3

Employ Attendance officer x 2 hours / week to track and monitor pupil attendance. Use DFE tool to identify Persistent absentees and use the LA Fast Track system to address poor attendance. Follow clear procedures (flow chart) and systems to track attendance regularly. Use communication methods including phonecalls, ClassDojo messaging, face-to-face meetings to engage parents. Take action when required to ensure attendance improves, including trying to determine any barriers which can be addressed.	https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/ https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	

Total budgeted cost: £39, 224

Part B: Review of outcomes in the previous academic year/s

Pupil premium strategy outcomes 24/25

Intended outcome	Success criteria	Impact in year 1 of current plan 2024/25 (first year of plan for 2024/25- 2026/27)
Improved attainment in reading, writing and maths for disadvantaged pupils	KS2 reading, writing and maths outcomes in summer 2027 are at least in line with national data.	**Disadvantaged pupils - Reading expected standard** **Disadvantaged pupils - Mathematics expected standard** **Disadvantaged pupils - Writing expected standard**

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	14	64%	62%	Close to average (non-sig)
2025	5	80%	63%	Small cohort
2024	5	40%	62%	Small cohort
2023	4	75%	60%	Small cohort

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	14	57%	60%	Close to average (non-sig)
2025	5	60%	61%	Small cohort
2024	5	60%	59%	Small cohort
2023	4	50%	59%	Small cohort

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	14	71%	59%	Above (non-sig)
2025	5	60%	59%	Small cohort
2024	5	80%	58%	Small cohort
2023	4	75%	58%	Small cohort

Improved attendance amongst all pupils, including those who are categorised as Persistently Absent. Improve attendance of disadvantaged pupils.	Reduce the numbers of PA amongst all pupils from 22 (July 24) to zero PA by summer 27. Increase the attendance of disadvantaged pupils so it is at least in line with non-disadvantaged pupils overall.	Attendance data for disadvantaged pupils showed that overall their attendance at our school is above or close to average. Overall, the attendance of 'all pupils' at our school is above average. **All pupils - Attendance** 	Year	Cohort	School	National	National distribution banding
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2024/25	171	96.0%	94.9%	Above
2023/24	174	95.8%	94.5%	Above
2022/23	179	95.1%	94.1%	Above | | 2018/19	179	96.3%	96.0%	Close to average | ▶ Chart **FSM6 - Attendance** | Year	Cohort	School	National	National distribution banding
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2024/25	15	91.7%	92.6%	Close to average
2023/24	16	93.4%	92.0%	Above
2022/23	18	94.9%	91.6%	Above	 	2018/19	13	96.7%	94.4%	Above	
		There are still some specific individual children within this group who are persistently absent so we will continue to have a focus on improving attendance in the new plan. **All pupils - Persistent absence** 	Year	Cohort	School	National	National distribution banding
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2024/25	171	11.1%	14.3%	Close to average (non-sig)
2023/24	174	7.5%	14.6%	Below (sig-)
2022/23	179	6.7%	16.2%	Below (sig-) | | 2018/19	179	6.1%	8.2%	Close to average (non-sig) | ▶ Chart **FSM6 - Persistent absence** | Year	Cohort	School	National	National distribution banding
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2024/25	15	33.3%	24.4%	Above (non-sig)
2023/24	16	18.8%	27.1%	Below (non-sig)
2022/23	18	5.6%	29.3%	Below (sig-)	 	2018/19	13	0.0%	16.1%	Below (non-sig)	
Disadvantaged pupils are equipped to emotionally regulate themselves and are confident; consequently they can access lesson content successfully and make good progress.	Disadvantaged pupils show increased levels of confidence by summer 27 and are emotionally regulated and have high levels of wellbeing. Evidenced by: Thrive profiling data Staff observations Exclusion / suspension data	Exclusion data for 23/24 : one suspensions or exclusions in entire academic year for one pupil Exclusion data for 24/25 Zero suspensions or exclusions in entire academic year This data shows good impact from the Thrive program used across school. This shows that children's access to Thrive is ensuring they are better regulated and happier in to school. We have x 2 staff members trained as accredited THRIVE practitioners. These staff have continued their CPD journey in 24/25 by attending the following courses: • Anxiety in young children • helping children manage big worries • whole school wellbeing • managing difficult conversations.	

The THRIVE programme has been implemented school-wide since January 2022. The program identifies pupils who either require group support or 1:1 targeted support. In the first 2 terms of running the program, we have seen consistent improvements in children's resilience and confidence.

The grids below show the data from thrive assessments and profiles.

Thrive has 4 stages for primary pupils:
Being (3rd trimester to 6 months)
Doing (6 months to 18 months)
Thinking (ages 18 months to 3 years)
Power & Identity (age 4-7 years)
Skills & Structure (ages 7-11 years)
Therefore, most children who have age-appropriate regulation and behaviours, enter our school at secure 'Thinking' or early ' Power & Identity'.

Children who attend woodland group ARE working within the age-appropriate bands for their chronological age but are often not secure in it. The vast majority of pupils made significant progress across the year.

In 24/35, 32 pupils required targeted intervention through the Woodland groups

Of these pupils:

- 5 'graduated' the program and no longer require targeted intervention.
- 19 improved the score within the Thrive band, evidencing increased security within the band
- 4 children maintained the security with the band they were in

The pupils who receive more intense 1:1 thrive support are those who are working in a band well below that which would be expected for their chronological age. The data shows that most children made good progress within the band they were working on with some even jumping up to the next band and progressing significantly within that.

Child	Year Group	Start	End
A	EY	Jan 25 13% RTD	July 25 64% RTD
B	1	Sept 24 52%B	July 25 50% D
C	1	Sept 24 2%D	July 25 20%D
D	2	Sept 24 18%T	July 25 46%T
E	3	Sept 24 23%PI	July 25 46% PI
F	3	Sept 24 31%T	July 25 48%T
G	3	Sept 24 51%T	July 25 14%PI
H	3	Sept 24 57%T	July 25 61%T

		I	4	April 25 63%B	July 25 75%B
		J	4	Sept 24 24% RTD	July 25 24% RTD
		K	4	Sept 24 58%D	July 25 62%D
		L	4	Sept 24 59%T	July 25 67%T
		M	5	Sept 24 59%PI	July 25 62%PI
		N	6	Sept 24 51%T	July 25 48%PI
Disadvantaged pupils have equal access to the extended school curriculum. Their basic needs are met so that they are ready to learn. They attend school regularly in order to fully access the curriculum offer.	Disadvantaged pupils' take up of extra-curricular activities including clubs and residentials increases by summer 27	Proportions of pupils in receipt of PP are very low at our school (15 in 24/25). Of these, many accessed extra-curricular clubs: 84% of disadvantaged pupils accessed extra-curricular clubs last year, all of which were provided free to them. Residentials are offered in Y4 (york), and bi-annually in Y5 and y6 (Robinwood) In 21/22 – data shows that 100% of the PP eligible pupils in Y4/5/6 participated in a residential In 22/23 100% of the PP eligible pupils in Y4/5/6 participated in a residentials In 23/24 Data shows that 100% of the PP eligible pupils participated in the residentials In 24/25 Data shows that 100% of the PP eligible pupils participated in the residentials			

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mathletics	3P Learning Mathletics
Times table rockstars	Maths Circle Ltd TTRS
IDL spelling and maths	IDL

Rising Stars Shine	RS Assessment
Reading Plus	https://www.readingplus.com/

Service pupil premium funding

We receive £1050 total for Service pupil premium funding at Longman's Hill CP School.