

Pupil premium strategy statement – Longworth 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.

School overview

Detail	Data
Number of pupils in school	84 (excluding nursery – 11 children)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26-2027/28
Date this statement was published	
Date on which it will be reviewed	1/12/2026
Statement authorised by	N Wilson (Headteacher)
Pupil premium lead	J Potgieter
Governor / Trustee lead	J Kirman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,810 (including £570 EYPP)
Service pupil premium funding allocation this academic year	£1,050
Total budget for this academic year	£25,860

Part A: Pupil premium strategy plan

Statement of intent

Our school's intent is to ensure that all pupils, regardless of their backgrounds or socioeconomic status, have access to social and academic inclusion.

Our approach will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We celebrate all successes and foster belonging within our school community.

Nurturing curious minds

We are a small school that feels like a family.

Our mission:

- Our mission is that every child:
- Enjoys their primary school years
- Is equipped with a broad foundation of knowledge and life skills, so they are ready for the next stage of their education.

Our Values:

- **Be kind:** we are tolerant, caring and cooperative; we are kind to each other and to ourselves
- **Be respectful:** we show respect to all – ourselves, each other and our environment
- **Be curious:** we apply our brains to learning new things, developing knowledge and skills; we are motivated and enthused with a love of learning; we are intellectually curious; we look beyond Longworth to all the diversity the world has to offer.
- **Persevere:** we try hard and stick with it; we are resilient, independent and committed and we have a growth mindset.

In doing so, we ensure that:

- Every child feels safe and happy in our school so that they are ready to learn
- Everyone is treated equally irrespective of gender, sexuality, race, religious belief, ability or physical characteristics
- Children become valuable and fully rounded members of society who understand the basic British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those different faiths and beliefs.

Core Values and Principles

In support of our mission and values, we take the following approach:

- **A sequential, thematic curriculum: connects learning** across subjects and **builds** upon what learners already know; pupils know what is to be learnt and how, what it builds on, and what it builds towards so that they achieve a broad foundation of knowledge and skills.
- **Make learning enjoyable and challenging:** stimulate learning by ensuring teaching techniques and strategies respond to the needs of pupils. We **promote a love of reading** through sharing and investigating quality texts; provide a rich range of resources to enthuse children and enable learning to thrive; creating **memorable moments of awe and wonder**.
- **Enrich the learning experience:** invest in first-hand experience including visits and residential to deepen knowledge and develop independence, resilience & confidence;

Forest School for all children; whole school themed days to develop collaboration & citizenship.

- **Excellent behaviour:** ensure children are respectful & kind, develop intrinsic self-regulation and the skills to enable effective learning; we use the Restorative Approach to behaviour management.
- **Proactively improve mental and physical health:** yoga, mindfulness, counselling with pets, Emotional Literacy Support (ELSA), Personal Social Health and Emotional education (PSHE), and an active sports program within school and in inter-school competitions. Make every child feel **valued and secure**. Help them develop the life skills to become **well-rounded, emotionally & socially intelligent individuals**.
- **Ensure every child succeeds:** provide an inclusive education within a culture of **support and high expectations**; track attainment and progress closely, and ensure interventions happen quickly and effectively where appropriate.
- **Develop learning partnerships:** enable parents to act as a key partner in their child's education.
- **Invest in continuous professional development of staff & governors:** learn and apply best practice.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral language skills and vocabulary</p> <p>School data including 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>
2	<p>Early reading and phonics</p> <p>School data including assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than peers.</p> <p>On entry to Reception class in the last 2 years, a number of our disadvantaged pupils (two out of the 15) arrive below age-related expectations compared to other pupils.</p>
3	<p>Maths</p> <p>School data including internal assessments indicate that maths attainment among some disadvantaged pupils is currently significantly below that of non-disadvantaged pupils in Early Years, Key Stage 1 and Key Stage 2.</p>
4	<p>Academic and emotional resilience</p> <p>Staff observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment</p>

	<p>opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. For example, one-to-one ELSA TA sessions and nurture groups.</p>
5	<p>Attendance</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. We have a number of disadvantaged pupils who have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 skills and vocabulary among disadvantaged pupils.	<p>By 2026-2027 assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident from pupils' engagement in lessons, book scrutiny and ongoing teacher assessment.</p> <p>Improved proportions at the expected standard at the end of nursery and reception in the strand of communication and language.</p> <p>Pupils entering reception from Longworth Primary School's nursery with language skills typically expected for their age.</p>
Improved reading attainment among disadvantaged pupils.	<p>Consistent progress with reading in Early Years, Key Stage 1 and Key Stage 2.</p> <p>KS2 reading outcomes in 2025/26 and 2026/27 show that all disadvantaged pupils met the ARE</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Consistent progress with maths in Early Years, Key Stage 1 and Key Stage 2.</p> <p>KS2 maths outcomes in 2025/26 and 2026/27 show that all disadvantaged pupils met the ARE</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	By 2026/27 evidence of improved wellbeing of disadvantaged pupils by:

	<ul style="list-style-type: none"> - Positive impact from ELSA interventions and nurture groups - Reduction in behaviour incidents related to social and emotional needs - Student voice, parent surveys and teacher observations - increase in participation in enrichment activities by both pupils and parents
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	By 2025/26 the attendance of disadvantaged pupils is above national equivalent and the attendance gap between disadvantaged and national non-disadvantaged pupils is no greater than 2%

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: £14,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD from Mark Rowland conference and training to teaching staff Pupil Premium lead mapping of disadvantaged children – identification of barriers and provision planning £500	Longworth Primary School's impact evidence from school data and pupil premium tracking document.	1-5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing	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: <ul style="list-style-type: none"> - Language for thinking intervention - High quality interactions across the whole school 	1, 2, 3

<p>teacher training and release time.</p> <p>INSET – June 2025 – high quality interventions – whole staff £3000</p>	<ul style="list-style-type: none"> - British picture vocabulary scale 	
<p>Embedding of Floppy's Phonics programme to maintain fidelity to the scheme and secure stronger phonics teaching for all pupils. £3000</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> <ul style="list-style-type: none"> - Floppy phonics - Project X - Nessy - Individual 1:1 phonics strategies for pupils who continue to struggle with phonics 	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. £3500</p>	<p>The DfE of non-statutory guidance as been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <ul style="list-style-type: none"> - Early years maths training - Primary Mastery with Maths Hub - NPQLPM 	3
<p>Embed the quality of social and emotional learning. (SEL)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>INSET – October 2025 – MHST Staff training around anxiety £3000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <ul style="list-style-type: none"> - ELSA TA 1:1 sessions with specific students - MHST strategies being used by all staff 	4, 5
<p>Teaching Assistant and Nursery staff training to focus on knowing next steps for disadvantaged pupils and strategies to support £1600</p>	<p>The Education Endowment Fund research highlights the positive impact of TAs for pupil progress when the TAs are appropriately and consistently deployed and have had sufficient training and support.</p>	1-5

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. £1000	School evidence of progress impact as well as EEF evidence of impact of phonics interventions (+6 months)	1,2
One to one support and small group tuition for reading focus in Key Stage 1 and Lower Key Stage 2 £2000	Positive impact over the last 2 years of Project X and one to one support in phonics	2
One to one support for spelling focus in Lower Key Stage 2 £200	Positive impact over the last year of Spelling Tutor	2
One to one support for maths focus in Years 2-6 £1200	Positive impact over the last two years of Number Stacks maths intervention	3
All pupil premium children have been tested using the BBVS (Vocab) and have received a scaled score £600	Year 5 and 6 pupil premium children have their own personal dictionaries that they are using to build up targeted vocabulary	1

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

Budgeted cost: £8850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Families supported through additional meetings and communication £750	Parental engagement is key to helping children make good progress and be happy	2, 3 and 4

Violin lessons £1200	A small group of pupil premium children are receiving violin lessons to develop their self-belief through a wide range of activities.	4
Embed the quality of social and emotional learning. (SEL) SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. INSET – October 2025 – MHST Staff training around anxiety £2400	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <ul style="list-style-type: none"> - ELSA TA 1:1 sessions with specific students MHST strategies being used by all staff	4,5
Embed updated attendance/absence procedures based on DfE's advice. £250	Ensure that all staff and governors understand the importance and that it is everyone's responsibility to improve attendance. Use the following research: <ul style="list-style-type: none"> - Transforming Attendance in Cornwall - Supporting school Attendance EEF 	5
Boxall Profile Assessments to be implemented with identified pupils to target nurture-based support Social and emotional curriculum from Mulberry Bush school and training package £250	Evidence that Boxall Profile provides staff with a detailed understanding of pupils social, emotional and mental health needs and allows development to be appropriately tracked.	4
Subsidising school trips for disadvantaged pupils £3500	All pupils benefit from the Personal Development Curriculum that is offered by Longworth Primary School. Evidence shows that disadvantaged pupils may not have had the same opportunities to build cultural capital as their peers. All pupils in Year 6 are bought a Leavers Hoodie as a symbol of <i>ongoing belonging</i>	4

	to the Longworth Primary School community.	
Whole staff training on implementing effective strategy to address educational disadvantage so the school culture reflects the high expectations of al staff for all children £500	OCC training on planning and implementing an effective strategy to address educational disadvantage.	1-5

Total budgeted cost: £28,450

Part B: Review of the previous academic year 2024/25

Outcomes for disadvantaged pupils

Early Years – the pupil premium children did not achieve a Good Level of Development. For one of these children attendance is too low but they both took part in enrichment opportunities and have specific targeted interventions in Year 1.

Phonics test – 1 out of 2 children passed the KS1 phonics test.

At the end of Year 6, 1 out of 2 pupil premium children achieved the expected standards or above in Reading, Writing and Maths.

The Pupil Premium Lead will continue to track the pupil premium children and ensure that targeted individual needs are supported.

The school's culture around pupil premium children and families is centred around belonging, friendships and celebrating every success.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Funding was spent on ELSA support to enable children to develop socially and emotionally especially when a subsequent move to another country was imminent and to pay for science clubs.

The impact of that spending on service pupil premium eligible pupils

Pupils pass the phonics test.

Pupils achieve the expected standard in KS2 for Reading, Writing and Maths. Good participation in enrichment activities and Year 5/6 residential