



Longvernal Primary

Pupil premium strategy statement

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	Longvernal Primary
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26
Date this statement was published	18.12.25
Date on which it will be reviewed	September 2026
Statement authorised by	Karen Courtier-Hird
Pupil premium lead	Karen Courtier-Hird
Governor / Trustee lead	Kelly Antonowicz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60370
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for our disadvantaged pupils are for them to:

- *reach their potential across the curriculum by closing any gap from individual starting points.*
- *Build their self-belief and resilience enabling them to independently find coping strategies to manage social, emotional and mental health needs*
- *Experience a broad range of extra-curricular activities including sporting activities to regain fitness and maintain a healthy weight and to support mental well-being.*

How does your current pupil premium strategy plan work towards achieving those objectives?

- *Staff CPD around SEMHS and supporting pupils with trauma-related behaviours*
- *External sporting coaches, Headstand, Elsa, Health & Fitness Week, HGRG Group and Move a Mile supporting both fitness and mental health*
- *School nurse and PSA workshops to support parents in supporting children*
- *Resources designed to support closing the academic gap and, moving forwards, helping children to keep up rather than catch up through pre- and post-teaching, precision teaching and other targeted interventions to support Quality First Teach*

What are the key principles of your strategy plan?

- *To ensure that all children, irrespective of their socio-economic background or have equal access to cultural, sporting and academic activities to broaden horizons and achieve equal opportunities for all.*

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional & mental health issues impacting resilience and attendance.
2	Statistically, the postcode where the school is situated has one of the highest rates of childhood obesity as measured in YR & Y6
3	Lack of cultural capital owing to disadvantaged backgrounds.

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
The academic gap between disadvantaged pupils and their peers is narrowed	Data YARC Scores
Pupils are able to articulate their emotions, communicate needs and independently apply coping strategies in order to reach their potential, unimpaired by SEMHS needs	Pupil Surveys Pupil Conferencing Tracking on My Concern of behavioural or emotional problems, outbursts reflects a decrease in incidents involving PP children
Pupils lose extra weight gained in isolation Pupils regain fitness	% data indicates pupils participate in extracurricular clubs pupils successfully participate in 3 x weekly Move a Mile Pupils fully engage in Health & Fitness week Pupils participate in walk, scoot, cycle to school week as reflected in data collected reference this

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is vital for all pupils and especially pupil premium pupils to make good progress and so all teachers are supported in their practice. Continued professional development, recruitment and retention, support for early career teachers through whole MAT training. Effective feedback and use of quality AfL, including low stakes recall strategies. Monitoring of quality of teaching and tracking of progress of pupil premium children through conferencing and	Research shows that good or better teaching has a disproportionately high impact on disadvantaged pupils. Using the pupil premium to improve teaching quality benefits all pupils. The EEF guide to the premium highlights good teaching as the single most important lever schools have to improve outcomes for disadvantaged children. Our priority at Longvernal is to ensure that a highly effective teacher is in front of every class, and that each teacher is supported to keep improving.	3

<p>book looks.</p> <p>LSA support utilised to help pupils 'keep up, not catch up' in all lessons across the curriculum and access quality first teaching.</p> <p>Additional LSA support in each class to enable all pupils to access a wide and broad curriculum.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to maximise every child's individual potential. Evidence-based interventions used, such as:</p> <ul style="list-style-type: none"> ● RWI ● Precision teaching ● Same-day maths ● Speech and language therapy ● Pre and post teaching ● Whole class vocabulary intervention ● Third Space Learning 	<p>Targeted support enables same day intervention or pre-teaching such that pupils keep up rather than need to catch up, thus closing the gap. EEF's teaching and Learning toolkit outlines phonics interventions as having a broad and strong evidence base for impacting progress in all learners. Teaching phonics is more effective on average than other approaches to early reading. Our interventions are short, targeted and frequent, to ensure that children are not missing significant chunks of 'quality first teaching.' We recognise that QFT is the first and most important wave of intervention.</p>	
<p>Targeted therapeutic interventions to maximise every child's individual potential. Evidence-based interventions used, such as:</p>	<p>Maslow's Hierarchy of Needs demonstrates the need for each level of need to be met before progressing up the pyramid. Children need to have the basic needs of safety, belonging and esteem to be met to enable the best possible educational outcomes. In addition, the Sutton Trust says that social and emotional provision</p>	1

<ul style="list-style-type: none"> • Music therapists • 1:1 ELSA • Thrive • Nurture groups • Headstand • HCRG 	<p>‘appear to benefit disadvantaged or low attaining pupils more than other pupils.’</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close monitoring using Arbor of attendance. A range of strategies utilised, such as:</p> <ol style="list-style-type: none"> A. Parental liaison and engagement - phone call/letter follow-up. B. Incentives for good attendance. C. EWO involvement where appropriate. D. Publish attendance rates. E. Pupil premium children given priority for spaces in extra - curricular clubs. F. PSA employed to provide a bridge between school and home. 	<p>EEF teaching and learning toolkit has outlined parental engagement as having a moderate impact at a moderate cost. EEF also states, ‘parents have a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic success.’</p> <p>We want all children to have an equal opportunity to learn and succeed in school and we believe good attendance is crucial in achieving good outcomes.</p>	1

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pupils in 2024-25 were assessed and tracked as follows:
EYFS against the Development Matters early learning goals.
Wellcom used as an additional initial assessment to inform interventions.
Y1 and 2 phonics were tracked using Read, Write, Inc and standardised tests .
NFER used throughout school for example.
Previous years' SATS tests used in Y6.

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
Dyslexia	Nessy
monitoring Reading comprehension for lowest 20% readers	YARC
EYFS early diagnosis of vocal/language delay	Wellcom
Times Tables	Doodle Tables
Maths	Doodle Maths

Further information (optional)

We employ a Parent Support Advisor to support families both remotely and in person such as regularly touching base with vulnerable families, signposting them to external services and support networks. Also advice around issues such as: hygiene, sleep and routines.