



Pupil premium strategy statement – Long Whatton C of E Primary

2024-2027

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	94
Proportion (%) of pupil premium eligible pupils	9%
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)	2024-2027
Date this statement was published	31.12.24
Date on which it will be reviewed	December 2025
Statement authorised by	Sara Gray
Pupil premium lead	Sara Gray
Governor / Trustee lead	Chris Fearn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,640
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <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>	£ 20,640

Part A: Pupil premium strategy plan

Statement of intent

Intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve expected attainment across all subjects. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal.

We will consider all challenges faced by vulnerable pupils and support all vulnerable pupils regardless of whether they are disadvantaged or not. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

Research conducted by the EEF identified common barriers to learning for disadvantaged children can be:

Quality First Teaching: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development, training and support for teachers.

Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

Wider strategies: relates to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Whilst many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Therefore, our approach will support vulnerable children on an individual basis alongside supporting common challenges.

High quality first teaching and resources to support this is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have an impact on closing the disadvantaged attainment gap and at the same time benefit the non-disadvantaged pupils in our school. Our intention is for non-disadvantaged pupils' attainment will be sustained and improved alongside progress for disadvantaged.

Our strategy will also support the positive mental health and wellbeing of our pupils.

Objectives / key principles

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of some of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching and further resources to enhance the quality of first teaching.

At Long Whatton school we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. For some of our pupils their emotional and social needs impact on their learning and they need nurture to ensure they start each day ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance of 55% of pupil premium pupils.
2	44% of pupil premium children were working below the expected level in maths and 55% in writing in Autumn 2024
3	55% of pupil premium children often arrive at school late without having had breakfast and dysregulated.

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
1.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Pupils attendance is back in line with

Pupils attendance is back in line with national.	national (94% for academic year 2023-24) Sustained high attendance from 2024 /27 demonstrated by: The attendance gap between disadvantaged pupils and their non - disadvantaged peers is reduced. The attendance of pupils overall is back to school average of 97%.
2 Accelerate progress in maths amongst disadvantaged pupils to improve attainment.	KS2 and NFER maths Outcomes in 2024/27 show that 70% of disadvantaged pupils meet the expected standard.
3 Accelerate progress in writing amongst disadvantaged pupils to improve attainment.	KS2 writing Outcomes in 2024/27 show that 66% of disadvantaged pupils meet the expected standard.
4.To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of high wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice and pupil wellbeing surveys • Reduced behaviour incidents during lunchtimes

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: £ 13,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
A HLTA and the class teacher teach the children maths in small year groups of 15 children £13,765	Smaller groups for maths will enable a greater teacher to pupil ratio. Evidence suggests that the average impact for reducing class size is around 1 month additional progress over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	2

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

Budgeted cost: £ 1,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver 'Write away together' program in small groups and one to one £ 1,850	Results from a pilot of the intervention stated that 249 children showed a remarkable gain. Results presented were for working one to one. https://www.theschoolpsychologyservice.com/what-works/writeawaytogether/	3

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

Budgeted cost: £ 5,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
A nurture breakfast club. Children are able to talk to an adult about their day, evening, thoughts and feelings. Children are able to have breakfast before starting their school day £3,500	Research demonstrates that breakfast clubs have the following impact over time: For key stage 1 outcomes, the impact rating is 2+months' additional progress. https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs	4
Emotional Literacy Support Assistant to carry out nurture support £925	The majority of ELSAs have reported a difference in their practice and seen improvements in the children they work with, as a result. Research, shows just how valuable the ELSA scheme is, for both professionals and pupils https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf	4
Attendance officer monitoring attendance. £600	The attendance officer works with parents to support them in getting their children to school.	1/2/3/4

Total budgeted cost: £ 13,765 + £ 1,850 +£ 5,025 = £ 20,640