



Pupil premium strategy statement – Longford Primary Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2023-2026 (Year 3 of 3)
Date this statement was published	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	L Lawrence: Principal
Pupil premium lead	H Wareham Vice Principal
Governor / Trustee lead	K.Challinor: Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,643.28
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£185,643.28

Part A: Pupil premium strategy plan

Statement of intent

At Longford, our intention is that all pupils, irrespective of their background or the challenges they face, achieve the very best that they are capable of during their time with us. By achieving this, we will enable our children to become independent, forward thinking and confident learners who are adaptable to modern advances with the ability to shape their own futures.

As a school with a growing number of disadvantaged pupils, not necessarily recognised within our pupil premium percentage, the focus of our strategy plan is to ensure we achieve that goal. High-quality teaching and strategies are at the forefront of our approach, with a key focus on areas where our disadvantaged pupils require the most support and have the biggest barriers to learning. This is fully underpinned by evidence informed research that proves this has the greatest impact on closing the disadvantage attainment gap whilst simultaneously improving the progress and attainment of our non-disadvantaged pupils.

We recognise that our vulnerable pupils face daily challenges impacting on their learning such as attendance, language deficits, poor social and emotional skills, a lack of opportunity and culture capital and for some, complex special educational needs. The activities we have outlined within our tiered approach is also intended to support their needs, irrespective as to whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, complementing each other to help pupils excel. To ensure they are effective we will:

- Use diagnostic assessments and accurate use of assessment for learning to identify needs
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge																							
1	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.																							
2	<p>The Reception Baseline data over the past 2 years demonstrates that pupils entering school start behind national expectations across the areas of learning and development, including those pupils from disadvantaged backgrounds.</p> <table border="1"> <thead> <tr> <th></th> <th>PP on track from entry</th> <th>Non PP on track from entry</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>3/12 (25%)</td> <td>4/20 (20%)</td> </tr> <tr> <td>2023</td> <td>5/15 (36%)</td> <td>7/24 (29%)</td> </tr> <tr> <td>2024</td> <td>1/12 (8%)</td> <td>11/33 (33%)</td> </tr> <tr> <td>2025</td> <td>3/11 (27%)</td> <td>5/15 (33%)</td> </tr> </tbody> </table>				PP on track from entry	Non PP on track from entry	2022	3/12 (25%)	4/20 (20%)	2023	5/15 (36%)	7/24 (29%)	2024	1/12 (8%)	11/33 (33%)	2025	3/11 (27%)	5/15 (33%)						
	PP on track from entry	Non PP on track from entry																						
2022	3/12 (25%)	4/20 (20%)																						
2023	5/15 (36%)	7/24 (29%)																						
2024	1/12 (8%)	11/33 (33%)																						
2025	3/11 (27%)	5/15 (33%)																						
3	<p>Assessments show that there is a performance gap in reading, writing and maths</p> <p><u>2024/2025 Assessment Data</u></p> <p>NCER National Figures show that the % of Disadvantaged pupils at Longford is double that of the NCER National Disadvantage figures for EYFS Contextual analysis. (LNG:30.2% & N:16%)</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>School PP 2025</th> <th>NCER National PP</th> <th>School PP 2025</th> <th>NCER National PP</th> <th>School PP 2025</th> <th>NCER National PP</th> </tr> </thead> <tbody> <tr> <td>ELGs</td> <td>84.6%</td> <td>60.6%</td> <td>53.8%</td> <td>45.1%</td> <td>69.2%</td> <td>62.6%</td> </tr> </tbody> </table>				Reading		Writing		Maths			School PP 2025	NCER National PP	School PP 2025	NCER National PP	School PP 2025	NCER National PP	ELGs	84.6%	60.6%	53.8%	45.1%	69.2%	62.6%
	Reading		Writing		Maths																			
	School PP 2025	NCER National PP	School PP 2025	NCER National PP	School PP 2025	NCER National PP																		
ELGs	84.6%	60.6%	53.8%	45.1%	69.2%	62.6%																		

	Y4 MTC					26%		
	KS2 EXS	52%	63%	50%	59.5%	52%	60.6%	
4	Some disadvantaged pupils achieve less well in the Year 1 phonics screening check, impacting on their development as readers.							
		Disadvantaged	National Disadvantaged	National				
	June 2023	67% (10/15) (4/5 SEND & 1 EAL)	67%	79%				
	June 2024	66.7% (10/15) (2/5 SEND)	68.3%	80.2%				
	June 2025	68%	67%	80%				
5	Observations and professional discussions indicate that many lower attaining disadvantaged pupils lack metacognition/ self regulation strategies when faced with challenging tasks.							
6	Analysis indicates a lack of engagement with wider curriculum opportunities and experiences for culture capital.							
7	<p>The ongoing impact of the Covid-19 pandemic and partial school closures continue to have disproportionate effect on many disadvantaged pupils compared to their peers including social and emotional issues. This is evident with increased referrals for additional internal pastoral support and external support.</p> <p>Teacher referrals for support remain relatively high. 71 SEND pupils (40 of whom are disadvantaged) currently require additional support with ? pupils needing specific support linked to communication and interaction and/or social and emotional needs</p>							
8	Professional discussions with pupils and staff indicate that parental engagement and support acts as a key barrier to the attainment of our disadvantaged pupils in particular.							
9	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 91%–93%. Although there has been improved attendance including persistent absence for the disadvantaged group throughout 2023-2024, ongoing support to sustain better punctuality and attendance remains.							

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	RAG rating 23/24	RAG Rating 24/25
Improved oral language skills and vocabulary for all, including those that are disadvantaged.	<ul style="list-style-type: none"> Internal assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. 	<ul style="list-style-type: none"> Still a priority due to low entry points in EYFS. Use of key language is evident across the school and chn are able to discuss their learning with others. 	
Pupil premium children participate in a wide range of enrichment activities offered outside of the classroom	<ul style="list-style-type: none"> PP pupils have barriers removed to support the development of skills/ opportunities for trips/ visits essential for the curriculum. PP pupils' experiences are broadened to improve background knowledge to support attainment and progress through first hand experiences. Tracking of extra-curricular activities/trips and visits demonstrate the engagement of the disadvantaged group. 	<ul style="list-style-type: none"> Development of enrichment opportunities is ongoing 	PP funding allocated to reduce costs and provide access to wider enrichment opportunities, Annual enrichment overview in place.
High quality teaching in all classrooms, taking into account the principles of effective classroom practice.	<ul style="list-style-type: none"> Pupils are provided with quality experiences within lessons in order to make at least good progress for all. Pupils are explicitly taught and demonstrate metacognitive strategies, including how to plan, monitor and evaluate their learning. Appropriate levels of challenge to develop pupils' self regulation and metacognition are evident across all learning. Pupils can organise and effectively manage their learning independently. Triangulated data through assessment, discussions and observations indicate that disadvantaged pupil's are motivated to learn by demonstrating they more able to monitor and self regulate their own learning. Progress is evident from their individual starting points and the gap is narrowed between pupil premium pupils and non-pupil premium pupils. 	<ul style="list-style-type: none"> This is evident in monitoring and in pupil voice but is yet to be evidenced in quantitative data. 	<ul style="list-style-type: none"> Teaching and Learning Strategy is securely implemented across the school and in all subjects. Teaching staff have all engaged with CPD relating to the pricplas of HQT and effective practise. Outcomes are seeing upward trends or sustained improvements. PP outcomes with G{D and Phonics are particularly strong. GLD- 66% for PP (up 5.6%) Phonics 68% (higher than LA & NCER National) Av Point score of 32.8

			<ul style="list-style-type: none"> KS2 Combined gained +8.2 compared to 2024 Ing data
	<ul style="list-style-type: none"> The teaching of early reading is of a consistently high quality (whole class lessons and interventions) ELGs for Word Reading & Comprehension are in line with national %s 100% of pupils achieving a Good Level of Development will pass the Y1 PSC Disadvantaged pupils taking the Y1 PSC pass %s are at least in line with national disadvantage %s Gaps reduced for attainment within the PSC between Pupil Premium and non-pupil premium pupils A reduced number of pupils within KS2 require phonics teaching Triangulated data through internal and external observations, internal data tracking and observations demonstrate good progress of the disadvantaged group. 	<ul style="list-style-type: none"> ELG WR 69% (N 76.3%) ELG Co 73.8% (N 80.1%) PSC PP 66.7% (N 68.3%) 	<ul style="list-style-type: none"> Outcomes are seeing upward trends or sustained improvements. PP outcomes with GLD and Phonics are particularly strong. GLD- 66% for PP (up 5.6%)
Improve reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> ELG/GLD data comparisons against national %s KS2 attainment data comparisons against national %s – within 5% ASP progress scores with KS2 outcomes to be Average or better Gaps reduced for attainment between Pupil Premium and non-pupil premium pupils- within 5% 	<ul style="list-style-type: none"> PP GLD 41.7% (- 10.2%) PP LIT 50% (-4.3%) KS2 data > 5% below ASP: All -1.23/PP - 2.34 KS2 R PP 61.2%/non 79.6% 	*PP GLD pupils out perform NCER National PP pupils. (53.8 vs 51.4%) *Literacy overall ELG attainment is in line with NCER Improvements evident in own school with KS2 but Nationally we still have a significant gap in R/W/M
Improve writing attainment among disadvantaged pupils	<ul style="list-style-type: none"> ELG/GLD data comparisons against national %s KS2 attainment data comparisons against national %s – within 5% ASP progress scores with KS2 outcomes to be Average or better Gaps reduced for attainment between Pupil Premium and non-pupil premium pupils- within 5% 	<ul style="list-style-type: none"> PP GLD 41.7% (- 10.2%) PP W 66.7% (+5.1%) KS2 data > 5% below ASP: All -2.53/PP - 4.45 KS2 W PP 58.4%/non 78.5% 	*PP GLD pupils out perform NCER National PP pupils. (53.8 vs 51.4%) *Literacy overall ELG attainment is in line with NCER Improvements evident in own school with KS2 but Nationally we still have a significant gap in R/W/M
Improve maths attainment among disadvantaged pupils	<ul style="list-style-type: none"> ELG/GLD data comparisons against national %s KS2 attainment data comparisons against national %s – within 5% ASP progress scores with KS2 outcomes to be Average or better Gaps reduced for attainment between Pupil Premium and non-pupil premium pupils- within 5% 	<ul style="list-style-type: none"> PP GLD 41.7% (- 10.2%) PP M 41.7% (-24.2%) KS2 data > 5% below ASP: All -1.64/PP - 2.80 KS2: M PP 57.4%/non 79.2%; 	*PP GLD pupils out perform NCER National PP pupils. (53.8 vs 51.4%) *Literacy overall ELG attainment is in line with NCER Improvements evident in own school with KS2 but Nationally we still have a significant gap in R/W/M

<p>Improve Social and Emotional Learning among disadvantaged pupils.</p>	<ul style="list-style-type: none"> Pupils understand and manage their emotions Pupils can set and achieve positive goals. Pupils can feel and show empathy for others Positive relationships are established and maintained with both adults and peers. Pupils can make responsible decisions Observations, discussion with pupils, staff and parents as well as behaviour monitoring demonstrates improved behaviour and attitudes to learning among disadvantaged pupils. 	<ul style="list-style-type: none"> reduction in FTE Pupil voice reflects improved behaviour & attitudes Monitoring & Trust review 	<ul style="list-style-type: none"> Reduction in suspensions and exclusions. The Haven as a SEND provision is fully established and pupils access the curriculum with needs being met and interventions such as ELSA, Attention to Autism & Positive Play Morning club provides an opportunity for children to come into school and have a 'soft landing' before starting the school day.
<p>Sustain and improve (where appropriate) attendance figures for children within the disadvantaged group.</p>	<ul style="list-style-type: none"> Attendance of Pupil Premium pupils are to be in line or above national averages. Early identification is effective in identifying families and/or pupils that need support. Rigorous systems and processes are maintained by all stakeholders to hold parents to account. 	<ul style="list-style-type: none"> PP attendance 92.1%/Nat (2023) 92.5% PP PA 29.6% / Nat PA (2023) 36.5% 	<ul style="list-style-type: none"> Attendance for FSM attendance and PA pupils are above NA for 2024/2025
<p>Engage parents as partners in their child's learning.</p>	<ul style="list-style-type: none"> Increased parental engagement of disadvantaged pupils with academic and non-academic events such as year group performance, subject workshops, year group updates, parent consultation meetings, Come and Create etc. Parents support pupils in continuing learning outside the classroom – through homework and extra-curricular activities and trips. Engagement evident on the school website and social media applications such as Class Dojo. Positive parent feedback through Microsoft Forms and Ofsted parent survey. 	<ul style="list-style-type: none"> Parental contact through Class Dojo is good with 370 parents connected. in school events (Mothers' Day assemblies, Fathers' Day activities, Seasonal events) are well attended. 67% (12/18) PP chn attended Standon Bowers residential. 	<ul style="list-style-type: none"> A continued focus on parental engagement continues: academic workshops, celebratory events such as Mother's Day lunch, Father's Day breakfast etc was well inconsistently attended and our intended outcome is that this engagement and support is translated back into the home.

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: **£65,482.44**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Continued training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	3,
Narrow attainment gap and accelerate progress across the curriculum through High Quality Teaching approaches in order to provide teachers and other staff the capacity, expertise, professional development and knowledge to meet pupil needs.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. The Great Teaching Toolkit HQT EEF	2, 3, 5
Narrow attainment gap and accelerate progress across the curriculum by improving social and learning behaviours through the provision of an appropriate, tailored, enriching and engaging curriculum, including: <ul style="list-style-type: none">• The explicit teaching of metacognition and self-regulation strategies• SLT engagement with the Thinking Classrooms Pilot• Development of the use of technology to support learning within the classroom	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. EEF research shows that up to 7 months additional progress can be made	2, 3, 5, 7
Develop high quality spoken language and oracy curriculum	Good spoken language and communication skills are strong predictors of reading, writing and later academic success. For children who experience social deprivation, strong early spoken	1, 2, 3

	<p>language has been shown to be the best indicator of those who can 'buck the trend' and escape poverty in adult life with better long-term employment prospects.</p> <p>In order to develop higher order thinking and articulacy, pupils need to be able to reason, discuss, argue and explain rather than merely respond. (EEF)</p>	
<p>Embed 'Little Wandle Letters & Sounds' ensuring consistency and fidelity to the programme. This will include: ongoing professional development, instructional coaching, rigorous assessment and intervention cycles, teacher release time working with both internal and external experts and full engagement with the Little Sutton English Hub.</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> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>The Reading Framework</p>	2, 3, 4
<p>Develop children's reading fluency to be able to read for comprehension.</p> <ul style="list-style-type: none"> • Providing pupils with the knowledge they need for comprehension. • Ensuring that pupils read a lot. • Supported by increasingly challenging texts. 	<p>Research states that it is only when children are fluent readers that they can free up their working memory in order to think about the understanding and making sense of the written word (especially in the early stages of reading.)</p> <p>The Reading Framework</p> <p>The Art & Science of Reading by Christopher Such</p> <p>Simple View of Reading by Gough and Tunnar</p>	1, 2, 3
<p>Review the current writing curriculum provision ensuring that it meets all pupil needs by demonstrating clear progression from children's starting points.</p>	<p>The overarching aim of the English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language...</p> <p>It is essential that pupils progress appropriately through the subject and to ensure a firm foundation in linguistics, rich knowledge of language with developed fluency in decoding and encoding whilst being immersed in high quality stories and texts to provide rich oral language composition opportunities.</p> <p>LSEH English Review with K Godfrey</p> <p>EEF Improving Literacy in KS1</p> <p>EEF Improving Literacy in KS2</p>	1, 2, 3
<p>Continue to improve basic maths skills & reasoning through high quality teaching and an approach based on mastery:</p>	<p>Countries employing a mastery approach expose almost all of the children to the same curriculum content at the same pace, allowing them all full access to the curriculum by focusing on developing</p>	2, 3

<ul style="list-style-type: none"> makes use of mathematical representations that expose the underlying structure of the mathematics; helps children to make sense of concepts and achieve fluency through carefully structured questions, exercises and problems that use conceptual and procedural variation to provide 'intelligent practice', which develops conceptual understanding and procedural fluency in parallel; blends whole class discussion and precise questioning with intelligent practice and, where necessary, individual support; uses effective concrete and pictorial resources. Implement Maths Mastery into Key Stage 2 and embed this within Reception and KS1. 	<p>deep understanding and secure fluency with facts and procedures, and providing differentiation by offering rapid support and intervention to address each individual pupil's needs. (NCTEM)</p> <p>Dialogic teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk. Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulacy.</p> <p>EEF Early Maths & KS1 EEF: KS2 & KS3 EEF Mastery learning</p>	
---	--	--

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

Budgeted cost: **£96,689.37**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics lessons and keep-up sessions: Up-skill teaching assistants through CPD to enable effective grouping of children and well-targeted interventions. Timely reviews of pupil attainment by phonics lead to meet pupil needs through re-grouping	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners as they begin to read. (EEF)	2, 3 & 4
Accelerated Reader programme	Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. (EEF)	3
Stoke Speaks Out Wellcomm	Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. (EEF)	1 & 2
Pre-teach and assigning competence NTS & PIRA Assessments	There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling.	3

	The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions. (EEF)	
Improve social and emotional learning behaviours through the provision of an appropriate, tailored, enriching & engaging curriculum: <ul style="list-style-type: none"> Identification of pupils with needs through ongoing behaviour monitoring Provision of Nurture, SEND & SEL programmes based on needs. Strategies to support needs are supported back into the classroom 	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Average impact of four months' additional progress. (EEF)	2, 3 , 4, 5 & 7

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

Budgeted cost: **£23,471.47**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pupil's resilience and emotional intelligence: <ul style="list-style-type: none"> Embed the school's behaviour policy & use of micro-scripts. Create & devise SEL milestones- using these to support and target pupil and family needs. Ongoing development of ELSA programme targeting identified needs of pupils. Ongoing Family Support and Nurture Officer Introduction of OPAL 	There is extensive research associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement... Efforts to promote SEL may be especially important for children from disadvantaged backgrounds who on average have weaker SEL skills at all ages than their better off peers. Average impact of four months' additional progress EEF SEL Report	5, 7, 8 & 9
Engage parents as partners in their child's development by strengthening relationships between pupils, their families, school life and learning. <ul style="list-style-type: none"> Establish programme of events to encourage & involve parents (curricular & non-curricular) such as open afternoons, workshops, coffee mornings & celebrations of children's achievements. 	Parental engagement can have significant gains on children's learning and development. By exploring effective communications and developing positive dialogues about children's learning through personalised approaches can promote positive interactions. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage,	5, 6 & 8

<ul style="list-style-type: none"> Half termly class overviews highlighting dates, key learning and information to be shared with parents – online & paper. Use digital technology through the use of social media platforms and the school website. 	<p>supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. EEF Parental Engagement</p>	
<p>Ring fenced funding to support the attendance of learning opportunities such as residential visits and other educational visits and trips.</p>	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)</p>	<p>5, 6 & 7</p>
<p>Commissioned support from Staffordshire LA (Entrust) to provide support and advice and to ensure policy and procedures are effective</p> <p>Engagement with termly targeted support meetings to discuss overall attendance, PA and target pupils and groups (LA)</p> <p>Appointment of attendance officer to ensure attendance systems, policy and practice are efficient and rigorous.</p> <p>Subscription to studybugs to support with monitoring of attendance and parent communication platform to respond to automated notifications and messages.</p>	<p>Whole school persistent absence continues to be a primary focus with the additional of whole school figures not yet inline with National Average.</p> <p>Children need to attend school regularly in order to access teaching firstly and may interventions in place to support them in narrowing the gap. Children who are absent from school will fall behind in their learning as gaps will hinder progress.</p>	<p>9</p>
<p>Provide pupils with a healthy 'grab and go' breakfast.</p>	<p>There has been a significant increase in pupils arriving into school without breakfast in a morning. This has been reported by parents and/or pupils themselves.</p> <p>Research illustrates that there are multiple benefits from having a regular breakfast linked to health, wellness and school performance. Healthy Children Breakfast for Learning</p>	<p>5 & 8</p>

Contingency fund for acute issues.	Resources set aside for needs not yet identified. Our experience tells us this is important in order to be responsive.	All
------------------------------------	--	-----

Total budgeted cost: £185,643.28

Part B: Review of the previous academic year – 2024/2025

Outcomes for disadvantaged pupils

Teaching and Targeted Academic Support

Throughout the previous academic year, staff knowledge and expertise continued to strengthen through comprehensive CPD focused on High-Quality Teaching (HQT) and the implementation of an HQT strategy to support planning, teaching, and monitoring across the school. This work was underpinned by extensive research and professional development delivered over the past two years, ensuring a consistent and evidence-informed approach to classroom practice.

Middle leaders further developed their subject curriculums, supported through coaching from the senior leadership team and informed by key Ofsted research reviews. This ensured that knowledge and skills remained central to our broad and ambitious curriculum design.

Interventions were carefully selected using diagnostic assessments and professional dialogue with teachers. Their impact was monitored regularly to ensure they remained high-quality, purposeful, and time-limited to maximise pupil progress.

The continued implementation of *Little Wandle Letters and Sounds*, our chosen SSP programme, alongside our work with the Little Sutton English Hub, has accelerated progress for many pupils and has contributed to sustained improvements in phonics outcomes across the school. Although we will no longer receive Hub support as a graduating school, early reading and phonics will remain a priority in 2025–2026. We will continue to engage with the English Hub's CPD opportunities to ensure high standards in early reading are maintained.

Pupil outcomes:

NB: there is no Disadvantaged data released on ASP and therefore national and local authority figures have been taken from Perspective.

EYFS

It's important to note, that the school's level of deprivation remains well above average that of both National and as a local comparison of Cannock itself.

	Reading		Writing		Maths	
	School PP 2025	NCER National PP	School PP 2025	NCER National PP	School PP 2025	NCER National PP
ELGs	84.6%	60.6%	53.8%	45.1%	69.2%	62.6%
Y4 MTC					26%	
KS2 EXS+	52%	63%	50%	59.5%	52%	60.6%

Within the EYFS our disadvantaged pupils have outperformed both National disadvantaged pupils and those within the Local Authority for a Good Level of Development. Areas of learning have also seen gains across the targeted areas of Reading, Writing and Maths where pupils also outperform the disadvantaged counterparts nationally. These areas of learning continue to be a primary focus as well as the Prime Areas, given our pupils starting points on arrival into Reception. Writing will be a key focus specifically looking at handwriting with the recent release of the writing framework and the outcomes of children reaching age related expectations for fine motor control supporting letter formation within their transcriptional skills.

NB: There are currently no National figures for the year four Multiplication Check – average scores are only available as a comparator.

KS2

Outcomes within KS2 remain a key focus to ensure our disadvantaged pupils perform comparatively or better than our National counterparts. The Year 6 cohort will be a single cohort so that the class teacher can follow up on gaps across the wider curriculum. In addition to this, the class will be split into two small mixed ability groups with teachers teaching to strengths. The school's maths lead and Assistant principal will be delivering the maths curriculum and the writing lead (and class teacher) will be delivering the English Curriculum.

Phonics

	Disadvantaged	National Disadvantaged	National
June 2023	67% (10/15) (4/5 SEND & 1 EAL)	67%	79%
June 2024	66.7% (10/15) (2/5 SEND)	68.3%	80.2%
June 2025	68%	67%	80%

Within phonics, our disadvantaged pupils continue to achieve well, this year outperforming National disadvantaged percentages. The rigor of the programme and the Reading Lead across the school ensures pupils are targeted readily when falling behind occurs and that interventions are specific and timely ensuring that our children keep up rather than having to catch up. Where pupils did not meet the expected standard, attendance, in year admissions with significant phonics gaps and SEND

needs acted as barriers for the pupils reaching the expected benchmark figure.

Wider opportunities

Behaviour and Wellbeing

Behaviour has continued to be a key priority throughout the year. Our behaviour policy, alongside previous work with the Behaviour Hubs programme, has ensured consistent high expectations and routines from EYFS through to Year 6. Curriculum development has also played a

significant role in strengthening behaviour, as we have focused on creating engaging, purposeful learning experiences that motivate pupils and support positive conduct. This was reflected in our most recent Ofsted report.

Behaviour in lessons remains calm, positive, and focused on learning. When pupils do not meet the school's expectations, staff respond promptly by supporting them to reflect, regulate, and return to learning.

Two members of staff have continued to engage in ELSA CPD and nuture, they are applying this training to strong effect in their work with pupils. The introduction of *The Haven* as a targeted support provision has had a positive impact on both the mental well-being and progress of the children who access it, as well as contributing to improved dynamics within their peer groups.

The Haven will remain an important resource in the coming academic year, with a planned focus on supporting LKS2 pupils to transition back into full-time classroom learning where appropriate.

Increasing opportunities for educational visits remained a key focus this academic year. The Year 6 residential to Standon Bowers took place in the autumn term, and a range of visits were organised to provide first-hand experiences and enrich the wider curriculum, including participation in Young Voices.

Links with the local theatre, nearby high schools were re-established, and various termly events within our Trust has enabled pupils primarily across KS2 to engage in sports events, deepen their science knowledge, and experience live music and drama. These opportunities have contributed positively to pupils' cultural awareness and engagement in learning.

Looking ahead, the development and implementation of a whole-school enrichment programme will be a priority for the coming academic year, strengthening cultural capital and ensuring all pupils benefit from a broad range of high-quality experiences

Attendance

Improving attendance remains a key priority for the school. Throughout the year, we have focused on strengthening parents' understanding of the importance of consistent, daily attendance. Attendance is embedded into all of our communication and engagement activities, including welcome meetings, parent consultations, induction sessions, and assemblies.

The appointment of an internal Attendance Officer has further enhanced our capacity to prioritise attendance, allowing us to engage more proactively with families and address concerns at an earlier stage. This targeted approach has supported parents in recognising the direct impact that regular attendance has on their children's progress and outcomes.

Ensuring strong attendance continues to be a shared responsibility across the school. All staff recognise the crucial role they play in promoting and sustaining improved attendance for all pupils, including those in receipt of pupil premium funding. Our attendance percentages for our pupil premium demonstrate that our pupil premium pupils attend better than that of our non pupil premium pupils and in addition to this our Persistent Absence for pupil premium pupils has declined since the previous academic year.

NB: There is no published national attendance percentage yet for the academic year of 2025/2026.

The below information has been gathered using the Free School Meal indicator which although not the exact demographic background, they are of a similar category.

	Attendance 24/25	Attendance 24/25	PA 24/25	PA 24/25
	Longford	National	Longford	National
FSM	91.94%	89.4%	24.82%	33%
Not FSM	90.82%	94.6%	28.57%	13.4%

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
NTS assessments	Rising stars/Hodder
ELSA	
WellComm	GL Assessment
Little Wandle Phonics	Little Wandle Letters & Sounds
Communicating with Confidence, Staged Pathway, Early Communication Screening & Time to Talk	Janet Cooper with Midlands Partnership Foundation Trust via Staffordshire County Council
White Rose Maths	White Rose
Mastering Number	NCTEM

Pathways to Spell	The Literacy Company
Pathways to Progress	The Literacy Company

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

We spend our Service pupil premium funding as an integral part of our wider pupil premium allocation. We have three siblings who qualify, and they are permanently resident in our school locality with no additional support needed to help them adjust to moves around the country.

The impact of that spending on service pupil premium eligible pupils

See above