



# Longhoughton CE Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) 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	Longhoughton CE Primary School
Number of pupils in school	88 (+ 3 Nursery)
Proportion (%) of pupil premium eligible pupils	FSM & Ever 6 – 17% (15) LAC & Post LAC – 3.4% (3) Service & Ever 6 – 51.1% (45)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Matthew Hetherington
Pupil premium lead	Matthew Hetherington
Governor / Trustee lead	Joe Redhead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <small>*NCC retains £850 to help pay for additional support for LAC pupils, e.g. purchase of laptops and other equipment etc.</small>	<i>(based on Spring 2025 census)</i> FSM & Ever 6 – £12,457.92 LAC/Post LAC - £4,094.16 Service - £15,236.66
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,788.74

# Part A: Pupil premium strategy plan

## Statement of intent

At Longhoughton CE Primary School:

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are funded or not. High-quality teaching is at the heart of our approach, with a focus on acquisition of basic skills to ensure that disadvantaged pupils are able to access the broad and balanced curriculum on offer to them. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our high proportion of service children have their own challenges to learning alongside their peers. These can stem from the emotional impact of family deployment and family mobility, along with a gap in their familiarity and experience of the local area. Our focus on the wider strategies aims to support our children with their well being while providing what they need to access rich and varied outdoor learning experiences.

We have also recently welcomed a number of children into school who are new international arrivals, have English as an additional language and are eligible for Free School Meals. These children need support to access the curriculum and make accelerated progress, as well as to settle emotionally and feel confident and safe in school.

We also recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium Plus. We may allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.

Our approach will be responsive to common challenges as well as targeting individual needs. It is informed by our robust ongoing assessment cycles which direct the planning and delivery of our interventions.

These approaches complement each other and ensure that all children are active and successful learners.

To ensure they are effective we will:

- prioritise access for disadvantaged children within the ongoing quality first teaching offer to ensure that they are given challenging opportunities
- 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Many of our pupils require regular, short, targeted academic or pastoral interventions in order to support them in keeping up with their peers both in the long and short term.
2	Many of our pupils require regular, short, targeted academic interventions in Maths in order to support them in keeping up with their peers both in the long and short term.
3	Many of our pupils require regular, short, targeted academic interventions with phonological development in order to support them in keeping up with their peers both in the long and short term.
4	Many of our pupils, in the long and short term, can face challenging situations that limit their learning. These may include parents working away from home (deployment/posting), family issues, relationship issues and bereavement.
5	Additional contributions to school activities and educational visits are likely to be an additional financial burden on disadvantaged families. Children from disadvantaged backgrounds are less likely to have access to such experiences out of school. Our service children and new international arrivals are less likely to feel a connection with their local area and common experience with their peers.

## 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	We expect that the targeted children will be supported to make progress that is at least the same as their peers despite any difficulties they may face. Vulnerable pupils will always have access to an additional adult who will support them in removing barriers to learning both pastorally and academically in order that they can reach their full potential.	School assessment information will show that targeted children make progress that is at least the same as other children.
2	We expect that the targeted children will be supported to make progress that is at least the same as their peers despite any difficulties they may face. Vulnerable pupils will always have access to an additional adult who will support them in removing barriers to learning both pastorally and academically in order that they can reach their full potential.	Trained teaching assistants will deliver informed interventions. School assessment information will show that targeted children make progress that is at least the same as other children.
3	We expect that the targeted children will be supported to make progress that is at least the same as their peers despite any difficulties they may face. Vulnerable pupils will always have access to an additional adult who will support them in removing barriers to learning both pastorally and academically in order that they can reach their full potential.	A higher than average number of teaching assistants are deployed appropriately across the school to ensure that delivery Read Write Inc. is delivered effectively. Trained teachers and teaching assistants deliver small group RWInc sessions to raise and maintain reading and writing through a phonic approach. All pupils in receipt of additional funding meet the required standard in Year 1 Phonic Check, unless there is a specific reason why they can't.
4	Pupils who are disadvantaged by a range of circumstances will have minimal disruption to their learning because of these circumstances. These pupils will show improved attendance or continued good attendance despite their circumstances. These children's mental health and well-being will be supported so they are more regulated to learn.	A Teaching Assistant will have training across mental health issues will provide support/advice/counselling for children who require this on a short- or long-term basis. During dedicated time our TA will support a range of pupil needs such as bereavement and home issues as well as meeting regularly with our most vulnerable pupils.
5	All children will have the same opportunities to participate in extra-curricular activities that are offered.	Children will look forward to and value the opportunities to excel in non-academic as well as academic contexts. 100% of children are able to swim 25m. Children will be able to participate in extra-curricular activities to develop the transferrable skills of communication, teamwork, co-ordination and rehearsal and practice. All children will take part in rich and varied outdoor education experiences across the year.

## 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: £ 27,688.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscribe to the RWInc portal to enable all staff to have up-to-date and relevant training.</p> <p>3 development days to underpin effective leadership of early reading.</p> <p>CPD for English Lead.</p> <p>Supply costs and release costs regular monitoring and completing assessments.</p> <p>Additional hour payments for TAs to attend twilight/TTD sessions.</p> <p><b>£4,000</b></p>	<p>EEF Improving Literacy KS1 Guidance Report</p> <p>EEF Improving Literacy Key Stage 2</p> <p>EEF Toolkit Individualised Instruction</p> <p>EEF Toolkit Phonics</p> <p>EEF Toolkit Reducing Class Size EEF Toolkit Small Group Tuition</p>	1, 2, 3
<p>Train a teacher to lead on Adaptive Teaching in order to improve flexible and responsive strategies for supporting vulnerable children to learn.</p> <p><b>£750</b></p>		
<p>Ensure that a higher than average number teaching assistants are deployed appropriately across the school to ensure that delivery Read Write Inc. are delivered effectively.</p> <p>Employ trained teachers and teaching assistants to deliver small group RWInc sessions to raise and maintain reading and writing through a phonic</p>	<p>EEF Improving Literacy KS1 Guidance Report</p> <p>EEF Toolkit Individualised Instruction</p> <p>EEF Toolkit Phonics EEF Toolkit Reducing Class Size EEF Toolkit Small Group Tuition</p>	1 & 3

approach. <b>£20,438.74</b>		
TA costs for attending staff meetings and training days focused on improving learning for all – RWI, SEND support, EAL. <b>£2,500</b>		

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ trained teaching assistants to deliver informed interventions for pupils to support children with mathematical need and additional support for small year group teaching for arithmetic and foundational maths knowledge, including Precision Teach. <b>No extra cost</b>	EEF Improving Mathematics in the Early Years and KKS1 Guidance Report EEF Toolkit Individualised Instruction EEF Toolkit Reducing Class Size EEF Toolkit Small Group Tuition	1 & 2

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

Budgeted cost: £ 4,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will subsidise educational visits, out of hours activities, 1 to 1 music tuition Trips and swimming. <b>£1,000</b>	EEF Toolkit Physical Activity EEF Toolkit Arts Participation EEF Social and Emotional Learning EEF Outdoor Adventure Learning	5
We will provide quality resources for outdoor learning. <b>£300</b>		5
We will support ongoing CPD for our Teaching Assistant who leads on emotional support. <b>£200</b>	EEF Social and Emotional Learning	4
We will invest in resources to support emotional well-being and regulation in school and to enhance our sensory room.		

£200		
We will invest in resources to support our new international FSM children to build foundational language and communication skills. This includes subscription to Widget Online for quality, consistent pictorial support for language development. <b>£400</b>		
We will provide up to 4 additional hours per week for a Teaching Assistant to provide emotional support/advice/counselling for children who require this on a short- or long-term basis. During dedicated time our TA will support a range of pupil needs such as bereavement and home issues as well as meeting regularly with our most vulnerable pupils. <b>£2,000</b>	EEF Social and Emotional Learning	4

**Total budgeted cost: £ 31,788.74**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Pupil Premium children have received individualized support to enable them to progress well across the curriculum and achieve outcomes in line with their peers. Emotional support has enabled new starters to settle quickly and for children with specific challenges to receive the support they need.

### 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
Nil	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Allocation was spent through providing support to service children new to the school enabling them to settle into school and support them in new routines and processes. Children are also supported as they prepare to leave the school for a new posting. Funding for resources to support active playtimes and outdoor learning supports children to settle quickly and build a strong connection with their peers, school life and the local area. Funding to provide extra emotional support for service children. Funding to provide extra support for learning to help bridge gaps in understanding due to moving schools, in many cases a number of times.
What was the impact of that spending on service pupil premium eligible pupils?	New service children settled in quickly and were well supported adjusting to being in their new school. Emotional well-being support and additional support was available in the classroom to those children who required it. Service children have been able to progress and attain in line with their peers.

