

Pupil premium strategy statement 25/26 (published 25-26)

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year, starting from 25-26) 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	Long Lane Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	20 (10%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25-26 26-27 27-28
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	C Allison (Head teacher)
Pupil premium lead	C Allison (Head teacher)
Governor / Trustee lead	Ross Miles (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,385.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,385.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention, at Long Lane Primary, 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. We do this by providing bespoke support through our strategy to all learners in receipt of PPG, not just those who are under attaining, focusing on progress and outcomes from their last data points.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers or are in poverty. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as; learning behaviours and self-confidence. 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 strategy is informed by the consistent group analysis and provision mapping, through a Class Needs Analysis tool (see appendix 1), which is monitored through our Pupil Progress Meetings (PPMs)

Our strategy is developed from the application of teacher led group tutoring that focuses on a 'target review' approach. This establishes the pupil at the centre of learning decisions, builds independence and resilience and empowers the learner to take accountability of their own learning targets, evidencing the success of these. It is widely publicized and endorsed by 'EFF practices' those pupils involved in their own learning, who are encouraged to develop good learning behaviours and are taught by those who know them best as learners, will make rapid and consistent progress over time, thus improving overall outcomes. With this approach we also aim to raise aspirations within this group.

As a school we are acutely aware of the emotional disadvantage and need of pupils who have ACES, hold particular hardship or whose basic needs' may be compromised. This is why a part of our strategy is dedicated to developing and embedding the Therapeutic Approach to behaviour and well-being across the schools along with purposeful and robust pastoral support for our pupils and families, which supports improved attendance, anxiety, and early identification of pastoral need.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and consistent processes, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning wherever their starting

points

- act at the earliest point to identify the need and intervene with the right support using a termly Class Needs Analysis
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' progress and outcomes, understand their potential barriers and raise expectations of what can be achieved

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. An analysis of all PP learners has been completed in order to inform this plan.

Challenge number	Detail of challenge
1	Attainment – Within this group of pupils, 26% are on track to be EXS at the end of the year in RWM. • On track Reading ARE – 26% • On track Writing ARE – 26% • On track Maths ARE – 26% However, 80% (16 pupils) of the group are registered as SEND, with a further 10% (1 pupils) EAL and so pupils need to continue to make accelerated progress in order to reach higher attainment in these areas. As this ties in with learning behaviours and engagement it is likely that bespoke support using precise booster objectives and assessment for learning techniques would be most effective such as; addressing misconceptions, individual target based work and intuitive apps. Progress – We will focus on progress for supporting PP pupils to reach their full potential. Target review has supported this change and children are now making good progress against their previous attainment.
2	Engagement/resilience – Although there has been vast improvement in the engagement of these pupils after specific strategies have been put in place, including the Target Review coaching programme, this has not always infiltrated into individual or group data. Evaluation on the Class Needs Analysis shows that many of the group are now able to access most lessons and there have been improvements in attitude and resilience to learning. Many of the group are able to now are aspirational about their learning, know their strengths and weaknesses and set simple but meaningful targets. Pupils in this group have high SEND needs and are receiving a bespoke curriculum and are making small steps of progress.
3	Attendance – Pupils within this group have varied attendance with many children having a higher attendance from the previous year end (whole PP group data 33%% against non-PP group 96.3%, overall WS 95.3%). This has now improved to 65% of the group above 90% attendance. Teachers are aware of this and their responsibilities in identifying attendance barriers. They and the attendance team are working with parents to improve attendance for these individuals. There is a whole school effective practice for supporting families therapeutically

	with absence starting with the teacher. Many families have been received support from the pastoral team and HT regarding reducing these barriers.
4	Home Engagement/opportunity – <i>It is acknowledged that % of this group are currently receiving internal pastoral support or are involved with early support safeguarding or have SEND profile.</i> These pupils can be disadvantaged at home with regards to resourcing and managing homework and home learning. Pupils with pastoral need will be supported by ELSA and other outside agencies to ensure that there are no additional emotional barriers to learning. This has meant that any EBSA challenges have improved (this affects attendance also)
5	Extra-curricular opportunities – Pupils within this group have proved that they thrive on outdoor and active activities and are well represented within sports and active learning throughout the school. They thrive on the many opportunities provided in and out of school (some of which need funding to support their participation). All children's individual PP grids show that there is opportunity for disadvantaged children to

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
Priority 1 To improve writing progress for disadvantaged children so that progress is similar to that of non PP group	Pupils writing outcomes will be in line with non-disadvantaged peers
Priority 2 To improve the delivery and impact of personalised support leading to pupils in this group being able to display good learning behaviours, making the most of their learning capacity through a 'Target Review' approach	Pupils are able to actively articulate their learning, becoming more independent learners and show positive learning behaviours using the Secrets of Success model.
Priority 3 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: Diminishing the number of pupils with below 90% attendance.
Priority 4 To improve outcomes through bespoke home learning opportunities that require independence and support class learning and over learning.	New website has a wealth of information for parents to support their children at home including information about SEND and pastoral support Parent information evenings attract better attendance and focus on relevant CPD for learning
Priority 5 To support pupils with their well-being through a number of pastoral support services available in school and through outside agencies. Ensuring this support is closely linked to their class experience and strategies in class to support this.	Pupils are able to achieve highly regardless of any ACES or pastoral barriers Pupils are confident within class and within their social friendships, demonstrating intrinsic values

	Coffee mornings are focused to provide parenting support Specific team building sports provision (coach led)
Priority 6 To ensure that PP pupils are able to receive the same opportunities as their peers for outdoor learning, paid trips and sporting events.	Pupils are included in these events as financial subsidies are made by school in order for them to attend.
Priority 7 To improve reading attainment through incentivising reading and supporting parents with home reading and explicit teaching of reading fluency	Pupils reading outcomes are closer in line with their peers and can read fluently Pupils demonstrate a 'love of reading'

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and embed learning behaviours, problem solving and academic resilience through the targeted support – target review approach, assemblies, staff training and coaching, special awards, TA tool kit and additional training for independence	• EEF learning behaviors research report • Previous evidence of success with Target Review/TA toolkit (and evidence from rolling out in other schools as a specialist) • Secrets of success - pupil voice	1,2,3
Development of high quality teaching and learning behaviours through staff training, individual staff coaching and monitoring.	• EEF high quality teaching research report • Rosenshine principles – active training and implementation, monitoring • Maths master approach	1,2,3
Develop approach to bespoke learning through the Class Needs Analysis – analysing data, looking at support for vulnerable groups (see appendix 3) and evaluating success of this.	• Previous evidence of success with Class Needs Analysis tool (and evidence from rolling out in other schools as a specialist) - context driven inclusive provision	1,2,3
Development of whole school reading fluency process across the school. English core group to review progression of curriculum, engagement of texts and supporting resources for independence building. Activities that reflect a 'love of learning' - visitors, events, reading breakfasts, book fair, authors, fluency workshop	• Pupil and staff voice comparison • Reading assessments – PPM and Class Needs Analysis documents • Monitoring-Learning walks and observations • Parent CPD feedback for fluency workshop	1,2,3

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

Budgeted cost: £18,892 (Target Review Strategy), £390 (ABC to read)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Maths and English Booster groups, reflecting gaps in learning – in every year group across the school <i>(Led by teachers and HLTA's within the school) assembly times (x3 per week)</i>	EEF best interventions that work research (high impact/low cost interventions) Class needs analysis	1,2
ABC to Read – outside agency to read with children from PP group	Children are more fluent in reading and develop a 'Love of Reading'	1,2
Provide bespoke intervention and fluid groups for closing any gaps in learning through class needs analysis planning – one to one target review supported in tutoring sessions from teacher that is integral to High quality teaching and Assessment for Learning and focus groups	EEF research into high quality teaching and best interventions Class needs analysis evaluation and context provision	1,2
Provide support for PP pupils to catch up through remote learning facilities such as; IT programmes and interventions – IXL, times tables rock stars, etc	Previous experience of buy in from parents and pupils Pupil/parent and staff survey comparison Percentage of pupils engaged in home learning	1,2,4
Interventions – specific interventions targeted at PP pupils within the targeted group. Staff will be trained in these interventions to deliver across the school.	Intervention data Attainment and progress data EEF research into high impact, low cost intervention	1,2
Target Review Coaching programme – coaching for each individual pupil PP with their teacher supporting academic resilience and engagement (1x 30mins per pupil per week)	Follows research led progress markers Attainment and progress markers Expert coaching to support pupil independence	1,2,3

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

Budgeted cost: £6,348 + £10,000 (ELSA), £2,660 (Sport provision)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring attendance discussions take place and adaptations and plans put into place to support attending school every day. Rigorous identification and early support for pupils and families where attendance is an issue – this could involve solving problems, signposting or resources provided, working with EWO.	'Every day counts' evidence to support that good attendance can improve outcomes	1,3
Thorough identification and early pastoral support for pupils and families where needed through rigorous pastoral support triage – this could include parenting or pupil intervention and resources (also social support at high quality teaching level)	Previous evidence that shows that pupils have reached potential when basic needs are supported and pupils are in a good place to learn	1, 2, 5
Continue to develop a therapeutic approach to support learners emotional development and increase engagement within class and learning, including Lunchtime clubs – sports, (run by specialists), Y6 pupil clubs, other therapeutic clubs.	Evidence supported through this approach developed by Therapeutic Thinking national approach	2, 5
Benevolent fund for PPG families to ensure that they are able to engage with all activities as their peers – uniform, resources for school, furniture for studying or transport, support with transport, discount for trips, etc.	Pupils are able to access learning when their basic needs are being met	4, 5, 6
Teamwork sport and communication provision – Sports coach providing team building and confidence building, including social skills to vulnerable groups (every Tuesday PM)	Pupils will become more confident and will learn skills of teambuilding and problem solving	2, 5

Total budgeted cost: £ 40,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment – Closing the Gap

It is important to note that this is a small cohort of pupils, therefore data is better observed as individual. Considering a large percentage of this cohort also have SEND and Pastoral disadvantage, it is expected that progress of this cohort would be a more significant measure than attainment against peers.

24-25

Context of group – Pastoral need, SEND, EAL

- Regular monitoring of this cohort shows some specific threads of need – self-esteem, aspirational attitude, confidence and resilience in learning
 - Provision for these pupils covers a lot of these (this needs time to build and have an impact on results)
 - Already specific sporting events and some trips are picked for them to support cultural capital
 - PP Champion is working on; self-esteem groups, pupil voice, mindfulness groups, applying for fundraising and grants to support this group, monitoring the tutoring time
 - Where does the money go? - 1:1 tutoring (teacher), FSW and pastoral groups and support, some subsidised trips and visits, items of uniform or equipment, free spaces in clubs in school (equity based model)
-
- PP Coaching time – teachers coaching pupils with small targets appropriate to learning needs, discussion around aspiration and learning accountability – impact shows greater accountability and motivation in learning, raised self-esteem, better engagement
 - Engagement with families – prioritising for parent meetings, regular contact and building relationships with teacher and follow up from FSW or HT, providing bespoke catch up work, alleviating issues around learning attitudes – impact shows greater interest and engagement from families
 - Book looks show improvement in work produced and areas of learning focused on hand writing, writing elements and
 - *Progress – 81% of the cohort made expected or accelerated progress (green expected/blue accelerated/yellow just under expected progress) from previous outcomes.*
 - *Attainment – 26% of cohort made ARE or above (20% up from previous year), with 63% being just under ARE*

	Reading progress	Writing progress	Maths progress
	N/A	N/A	N/A
	N/A	N/A	N/A
	N/A	N/A	N/A
	3	3	3
	3	3	2
	0	0	0
	3	1	2
	3	3	2
	2	3	2
	New	New	New
	5	3	2
	New	New	New
	4	3	4
	7	5	4
	3	3	3
	4	4	2
	1	0	0
	1	0	3
12 measurable pupils for progress			
Progress	92%	77%	85%
Good (Exp)	69%	69%	38%
Accelerated	31%	15%	15%
Av point score	3	2.3	2.2

PP cohort has changed considerably this year. Results are not comparable against previous year. Green highlighted shows improved outcomes from 22-23.

Attainment – only 1 pupil was able to achieve ARE (6%)

22-23

Y1 - Gaps between PP and non PP are narrowing (1 pupil gaining). In Y1, gaps are closing significantly in Reading, writing and Maths (however, this is 1 pupil and the small numbers distort the data)

Y2 - Gaps between PP and non PP remain significant in Reading and writing but have narrowed in maths (small numbers - 1). In Y2, progress has been made and gaps are closed for Maths (again this is 1 pupil).

Y3 - Gaps between PP and non PP remain significant in all 3 subjects. In Y3 (2 pupils

- 1 is SEND), gap remains significant.

Y4 - Gaps between PP and non PP remain significant in all 3 subjects, In Y4 gaps are widening as non PP cohort continue to make progress.

Y5 - Gaps between PP and non PP remain significant in all 3 subjects.

Y6	8 pupils								
	Reading			Writing			Maths		
	Summer 22	Summer 23	Value +	Summer 22	Summer 23	Value +	Summer 22	Summer 23	Value +
PP	28.57	50	21.43	14.29	37.5	23.21	14.29	37.5	23.21
Non PP	79.17	70.83	8.34	33.33	62.5	29.17	54.17	70.83	16.66
Gap	-50.6	-33.33	17.3	-19.04	-29.17	10.13	-39.88	-29.17	10.71
			closed			widened			closed

Y6 - Some gaps are closing in Reading and maths but are still significant. Y6 - In Reading and Maths gap is closing with PP and PP cohort data has risen. In Writing both boys and girls have made significant accelerated progress and so the gender gap has remained. (for context – larger numbers of pupils within this cohort – 9 pupils)

Reading - 50% of PP pupils in Y6 gained ARE

Writing – 38% of PP pupils in Y6 gained ARE

Maths – 38% of PP pupils in Y6 gained ARE

Progress Data

				Reading			Writing			Maths	
				progress %	100		progress %	93		progress %	100
<i>incompatible with progress comparison</i>				Exp			Exp			Exp	
				progress %	60		progress %	67		progress %	67
				Acc			Acc			Acc	
				progress %	20		progress %	33		progress %	27
Out of comparable pupils (14 out of 17);											
				Av point score	2.6		Av point score	2.9		Av point score	2.6

This marks the percentages of pupils making progress, expected progress and accelerated progress. This is a mixed picture and will need further support next year through an individualised support programme.

47% of the PP cohort also have significant SEND. 25% of this SEND group made expected progress.

Attendance Impact

24-25

- Intensive work with families supporting attendance – breaking barriers to attendance

through supporting challenges at home and emotional school refusal (*EBSA, My Family Plans, CS, behaviour plans, ASD specialist, SIBs group, ELSA*)

- Attendance data shows impact – 88% if this cohort now have attendance over 90% (up 28% from previous year), now only 20% are of attendance concern at all.

Attendance 24	Attendance Nov 25
89.47	96+
80.56	83.33
77.91	91.03
86.84	92.31
96+	65.38
93.02	96+
72.09	66.67
80	84.62
88.46	96+
90.7	92.31
86.05	85.4
79.07	94.87
60% above 90	80% above 90
	sustained or improved attendance
	88%
	concern 20%

23-24

Pastoral team have worked with a number of families to support better attendance and dissolve barriers to poor attendance. This has been successful in many individual cases. The robust pastoral system has meant that attendance is discussed much more regularly with examples of specific support evident of impact.

22-23

The average attendance for the PP group for 22-23 is;
This is higher/lower than that of the previous year

59% of PP pupils identified with attendance below 95% have increased their attendance in school this year. This is due to a new framework to support parents with early help. A number of pupils have received support through ELSA/FSW to ensure that anxiety is not a factor in attending school and so that positive routines are in place to get to school on time and ready for learning.

Behaviour and Aspirations Impact

24-25

Again we have reported a noted difference in engagement for all pupils in the group and specifically this has had an impact on academic progress for some of them. Children are much more invested in their learning, knowing their strengths and weaknesses and being able to set targets for next steps (through a target review approach).

Pastoral support has been successful for a number of families, ensuring that children feel safe in school and needs are met for them to access class activities more readily.

23-24

Reported higher engagement and improved learning behaviours for this cohort. Support through target review sessions has had a positive impact on this. Pupils are becoming more resilient in their learning although this is still a considerable deficit within the cohort. Some parental engagement is improving through relationships between parent, teacher and pupil. Behaviour of pupils with PP is good and therapeutic approach is fully embedded which has had a positive impact on this cohort.

22-23

It is reported by teachers that pupils within this group have been more engaged in learning through the 'Target Review' programme and other focus given on their understanding of the learning provided. PP pupils have attended Booster groups and after school sessions. They have been engaged and motivated to do well in these.

Summary 23-24

Due to the cohort changing considerably the picture and data for this cohort has been difficult to compare and measure against the first year of the strategy. However, a number of tools to support this group are now embedded and are making impact. Progress for this group of pupils is much improved and a number of the pupils are making accelerated progress. This is due to removing barriers to learning through the Target Review approach. We plan to provide release time for teachers to embed this

further to ensure further impact.

Summary 22-23

As this is the first year of the two-year strategy, we feel that we are on track to make the necessary raise in attainment and progress for this group of pupils. It is difficult to track such a small group of pupils against their peers when small numbers look distorted in the data (For instance, 1 pupil in a class can only equate to 0% or 100%). Many of the children within this group are also in other vulnerable groups such as; EAL or SEND and this creates additional disadvantage.

Therefore, in the coming academic year, more emphasis will be put on how each individual is progressing from their starting points and measuring their attitudes to learning through the bespoke 'Target Review' approach in order to support this in the coming year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery 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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.