

Pupil premium strategy statement – Lyne and Longcross Church of England (Aided) Primary School

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	200
Proportion (%) of pupil premium eligible pupils	14.5%
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)	2024-2025 (Ongoing project for 3 year plan following this)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Chris Haxell
Pupil premium lead	Jonathan Porter
Governor / Trustee lead	Barbara Payne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£41500

Part A: Pupil premium strategy plan

Statement of intent

As said in **Jeremiah 29:11 (NIV)** "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."

We want our Pupil Premium strategy to reflect us as a school but also our mission to ensure that any learners who are 'underserved' in any way are cared for and nurtured. There may be different reasons that children need something more and this strategy will work towards using our Pupil Premium funding to have an impact on the whole school, with a focus on the Pupil Premium eligible (PPE).

At Lyne and Longcross C of E Primary School we live out our vision...

'Inspired by the relentlessly inclusive and loving example of Jesus Christ, our vision is to create a place of possibilities where children develop a lasting love of learning, where we recognise God has given us all special individual talents and strengths. Through working together as a community children will be encouraged and nurtured to fulfil their God given potential.'

...through our values and the work that we undertake daily with our learners. We have identified challenges and considered how research supports the approaches we are taking to our funding allocation. Our values of faith, courage and respect all intertwined with a constant theme of belonging will always be upheld during all decisions we make.

Our objectives are:

- ✓ To improve the attendance of our PPE children
- ✓ To promote and deliver high quality teaching alongside specific CPD
- ✓ Support the mental health of our children and families through our ELSA and emotional regulation strategies
- ✓ Increase parental engagement, particularly for families of PPE children.
- ✓ Improve behaviour and attitudes throughout the school through Restorative approach training
- ✓ Give opportunities for PPE children to attend clubs and visits so that low income isn't a barrier to educational experience

To achieve these our primary focus will be on high quality teaching which will be continually supported through specific CPD. Targeted academic support in specific areas of learning will ensure that attainment gaps are filled as quickly as possible so that children can achieve their full potential. With a diverse demographic, we aim to be as innovative as possible in our approach to parental engagement and include the parents in their child's learning journey at many points in the learning journey. Restorative approaches have a proven track record to improve behaviour and attitudes of children especially when adults deliver a consistent message. We want all of our children to be able to reap the benefits of the various extra-curricular activities on offer and don't want low family income to have an impact on these being accessed.

Challenges

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

Challenge number	Detail of challenge
1	Attendance tracking shows a 3.2% gap between PPE and non PPE children. There are a significant number of PPE (34%) children on our Persistent absentee list. These children and families need to be specifically targeted to ensure an increase in attendance.
2	We currently have attainment gaps of around 35% in core subjects throughout the school between PPE children and others. Ensuring that gaps in attainment are identified and closed as soon as possible using HQT, CPD and targeted intervention has to be a focus.
3	There has been a rise in children suffering with emotional difficulties and having less of an opportunity to share their worries/concerns. There has also been an increase of awareness of mental health in general which has led to more parental enquiry into ways in which their children's mental health will be supported in school.
4	'Behaviour' can be seen as a negative word with many children becoming stuck in negative behaviour spirals. We want to promote a positive environment where all stakeholders work to positively resolve conflict, showing our values of faith, courage and respect.
5	Getting parents to come into school and engage with their children's education seems to become more challenging all the time. Parents having availability to come into school is a particular challenge so finding innovative ways to include parents is a priority.
6	All children to have equal opportunities when it comes to extra-curricular activities, particularly those that incur a cost to our families. We have a significant number of children who find it difficult to afford extra-curricular activities including visits and residential trips. We would like to find ways that we can support these families to take part.

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
Attendance tracking shows a 3.2% gap between PPE and non PPE children. There are a significant number of PPE (34%) children on our Persistent absentee list. These children and families need to be specifically targeted to ensure an increase in attendance.	<ul style="list-style-type: none"> ✓ There is an improvement in the attendance data for our PPE children. ✓ There are less PPE children on our persistent absentee list. ✓ Children are more engaged and keen to not miss their learning opportunities.

<p>Ensuring that gaps in attainment are identified and closed as soon as possible HQT</p>	<ul style="list-style-type: none"> ✓ Teachers attend regular and specific CPD to ensure the delivery of High Quality Teaching is as consistent as possible. ✓ Attainment gaps to reduce so that children from all backgrounds are realising their potential.
<p>There will be less children suffering with emotional related worries due to having a dedicated space and time to talk about their worries and concerns.</p>	<ul style="list-style-type: none"> ✓ Zones of regulation consistently implemented throughout the school. ✓ Pupil voice shows that ELSA sessions have a positive impact, particularly on PPE children. ✓ Children are confidently able to use safe spaces within classrooms.
<p>Behaviour and attitudes of all to be as positive as possible beginning with adults behaviour and spreading throughout the school environment.</p>	<ul style="list-style-type: none"> ✓ Adults focus on positives and model interactions that are then expected to be mirrored. ✓ Children show respect for each other and an understanding of how to solve conflicts in a restorative way.
<p>Parents feel welcome, supported and part of their child's learning journey through taking part in workshops with their children and instructional workshops with teachers.</p>	<ul style="list-style-type: none"> ✓ Parents are able to attend workshops, shared learning sessions and other activities put on by the school. ✓ Parents are generally more involved with their children's learning seen through parents evening attendance, homework completion and other communication.
<p>All children to have equal opportunities when it comes to extra-curricular activities, particularly those that incur a cost to our families.</p>	<ul style="list-style-type: none"> ✓ All PPE children attend at least 1 school funded extra-curricular club ✓ PPE Children in Year 4 and Year 6 are able to attend key experiences such as residential visits, making use of financial support.

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: £4350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Maths lead to be given a specific budget to use for targeted CPD linked to maths mastery to ensure HQT.</i> £1000</p>	<p>Studies involving primary school pupils have tended to be more effective (+8 months) than for secondary school pupils (+ 3 months). Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months). EEF Teaching and learning toolkit 'Mastery learning'</p>	2, 5
<p><i>English lead to be given CPD budget to use on targeted CPD to ensure HQT</i> £1000</p>	<p>In the EEF report 'Improving Literacy in Key Stage 1', many recommendations are made including 'Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.' In 'Improving Literacy in Key Stage 2' there are recommendations to improve the teaching of Literacy in general but it states 'Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.' Providing CPD in these areas will continue to have an impact on children's confidence and learning in these areas.</p>	2, 5
<p><i>Continue to make use of 'Little Wandle Letters and Sounds Revised' as our SSP to encourage children to read and write with confidence as quickly as possible.</i> £750</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be</p>	2, 5

	emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. EEF Teaching and learning toolkit 'Phonics'	
<i>Offer parent workshops specifically aimed at some of the aspects of teaching that are delivered in a more specific way. £600 per year</i>	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. EEF Teaching and learning toolkit 'Parental Engagement'	5, 2, 4, 1
<i>Membership to national college to suppliant CPD we can offer. £1000</i>	In the Independent review of teachers' professional development in schools: phase 2 findings Updated 24 May 2024, one of the key findings was to do with schools taking innovative approaches to CDP; Innovative Practices <ul style="list-style-type: none"> • Effective schools employ innovative strategies for PD, such as flexible formats and collaborative networks that encourage sharing best practices among teachers • Teachers value research-based learning opportunities that facilitate peer engagement and foster a culture of continuous improvement within schools The National college provides countless CPD opportunities and the freedom to complete CPD when it fits rather than having to attend at specific times, giving teachers more flexibility.	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SENCo to work 1 day a week to co-ordinate specific intervention which begins with children on the SEND</i>	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where	2

<p><i>register and will spread to other children who require intervention.</i> £9743</p>	<p>teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>EEF Teaching and learning toolkit 'Teaching Assistant Interventions'</p>	
<p><i>Phonics interventions to be delivered as per 'Little Wandle Letters and Sounds Revised' for groups and individuals as required.</i> £750 (already entered)</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>EEF Teaching and learning toolkit 'Phonics'</p>	2, 5
<p><i>Targeted LSA support within class to support children who need it.</i> £11000 approx</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>EEF Teaching and Learning Toolkit EEF Teaching and learning toolkit 'Teaching Assistant Interventions'</p>	2, 4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ELSA sessions to be put in place for children who</i></p>	<p>In a study by Jessica Dodds and Rachel Blake 'Investigation into the Effectiveness</p>	3

<p><i>require emotional literacy support- this will enable children to feel more supported and happy.</i> £3549</p>	<p>of Emotional Literacy Support Assistants (ELSAs) in Schools.</p> <p>Part 2 of the results explored the opinions of SENCOs and Head teachers. In the results obtained from the online questionnaire there is evidence to suggest ELSAs have a positive effect on the school as a whole. The high response rate of 65.9% in itself shows the success of the course, as professionals think the course worthy of a response and praise. One aspect of the questionnaire looked into the impact of ELSAs on the school as a whole, 75.9% of SENCOs/Head teachers completing the questionnaire strongly agreed or agreed that the ELSAs had a positive impact on the children and general practices within the school.</p>	
<p><i>Introduce and resource 'safe spaces' in each classroom. This will enable the children to have a space to regulate when necessary. Linked to Zones of Regulation approach.</i> £1200</p>	<p>The Zones of Regulation is a social-emotional learning framework and curriculum developed over 15 years of research and practice. The framework and curriculum integrates research based theory and practices, and has demonstrated positive outcomes for learners. At The Zones of Regulation, we are committed to making social-emotional learning accessible, relevant, and inclusive for all. We look forward to growing and evolving alongside our community of learners, families, educators, therapists, and clinicians to continue our mission of empowering learners of all ages to understand the full range of their feelings and to identify and apply strategies that support their well-being.</p> <p>https://zonesofregulation.com/research</p>	3, 1, 4
<p><i>Forest school to continue to be run for reception children weekly but also the rest of the school at a reducing rate during their journey through the school.</i> £4443</p>	<p>Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom. NEF also created a self-appraisal methodology for leaders and teachers from other Forest Schools to assess their performance.</p> <p>Key findings</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence 	3, 1, 2, 4

	<ul style="list-style-type: none"> • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
<p><i>PPE children to be allocated a budget for each academic year to be used on trips, clubs and residential visits. This budget to vary to reflect the opportunities given in each year group (Year 4 and Year 6 more due to residential visits). £5400</i></p>	<p>Wide parts of life experience gained from extracurricular activities are unavailable for the most marginalised groups in society. Opportunities to participate are driven by household income, school attended, gender, ethnicity and geographic location. Household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities, but especially music classes and sport. Opportunities to take part in activities also depend on school attended, with independent schools in particular likely to offer an unparalleled breadth and range of activities compared to state schools. Particular types of activities are also strongly gendered in their participation, with music, dance, art and voluntary work having a higher proportion of females and sports being more male dominated. Participation in different types of activities also differs for ethnic groups, for example, around 4% of British Pakistani youth take music classes, compared to 28% of British Indian, and 20% of White British youth. Sport is the only activity that has a nearly</p>	<p>6, 4, 3</p>

	<p>equal rate of participation across different ethnic groups.</p> <p>‘An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility’ Social Mobility Commission.</p>	
<p><i>Training to be delivered for all staff on a restorative justice approach to behaviour management.</i> £2000 (approx)</p>	<p>The evidence base for implementing Restorative Practice within education in the UK is currently limited; however, there is a growing interest among academics, particularly within the higher education sector, to explore this area further. In contrast, the U.S. offers a more robust evidence base that can inform practices in the UK. Restorative programs in U.S. K-12 schools have demonstrated effectiveness in enhancing school climates and reducing student misbehaviour, although the impacts on bullying, absenteeism, and academic performance remain varied. Recent trends reflect a shift toward adopting comprehensive "whole school" restorative models that aim to build interconnected school communities and foster healthy environments, thereby decreasing the occurrence of punishable incidents through universal training for staff and students.</p> <p>Research indicates that Restorative Practice effectively addresses the root causes of misbehaviour while minimising the reliance on exclusionary discipline methods.</p> <p>Taken from ‘Restorative Work’ A briefing for Parliamentarians and Policy Makers. By Restorative Justice Council.</p>	2, 1, 3

Total budgeted cost: £ £41,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Across the school in 2023/2024 there are still gaps in attainment present. In reading there was a gap of 34% between Pupil Premium eligible children and those not eligible, in writing the gap was 38% and in maths 38%. This shows that there is still a significant attainment gap that needs to be worked on.

- The participation of disadvantaged pupils in clubs and trips has increased but this is a continued focus.
- The new Pupil Premium Strategy will run for 1 academic year while some of the school leaders take part in a project looking into equity in schools. This will give a larger focus to a renewed strategy from September 25.
- There are consistent evaluations of measures that are in place for our under-served children and some of the work undertaken by school leaders will include tracking the impact of these measures further.

Many of the outcomes from the previous strategies aren't outcomes that can simply be solved however it is clear that as a school progress has been made towards using these outcomes to narrow gaps and increase participation.

Outcome	Comment
<i>Children who are identified as experiencing disadvantage will benefit from consistent school attendance.</i>	Our school attendance has improved however as mentioned in the new strategy there is still work to be done to increase engagement from particular families. This will in turn increase their attendance specifically.
<i>School staff and families will have high educational aspirations for every pupil and provide the right balance of challenge and support for all</i>	The educational aspirations of the school are high. There can be some challenges ensuring that all children go on to further their education but with improved parental engagement this is something we feel we can achieve.
<i>Disadvantaged children will make similar progress to non-disadvantaged children</i>	Attainment gaps have been mentioned in this current strategy and closing these gaps continues to be a focus. School leaders work hard to ensure that the

	appraisal cycle, including Pupil Progress meetings is as effective as possible.
<i>Ensure that school is fully accessible to all families, particularly in terms of communication.</i>	Strategies that have attempted to increase school's accessibility have had a small impact. We believe that trying some innovative ways of engaging parents will have a greater effect going forward.
<i>Children will build cultural capital through the wider curriculum.</i>	We believe passionately that the education we offer our children is punctuated with memorable moments which enrich the education the children receive.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Letters and Sounds Revised	Little Wandle
Spelling Shed	Ed Shed
White Rose Maths	White Rose Education
Mathletics	3P Learning