

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Longford Park School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25, <b>2025/26</b> & 2026/27
Date this statement was published	19/9/25
Date on which it will be reviewed	15/7/2026
Statement authorised by	Sara Waite
Pupil premium lead	Rebecca Ritchie
Governor / Trustee lead	Jonathan Ridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£69,205</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<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	<b>£69,205</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

We believe that by addressing our children's often complex emotional needs we enable them to flourish academically and socially. The emphasis is on building up each individual's well-being and confidence through carefully designed therapeutic interventions and quality first learning opportunities. Children develop the resilience to learn through mistakes, accept others and co-operate, these qualities and skills transfer into home and school life situations.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for the next stage in their education and ultimately, adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of attendance, especially for pupil premium eligible pupils, which is lower than non-pupil premium eligible pupils.
2	Emotional & mental health needs of pupils (including attachment) – impacting on ability to self-regulate and engage in learning.
3	High proportion of pupils with undeveloped/insecure sense self, leading to low levels of self-esteem and resilience – impacting on pupils' motivation and ability to challenge themselves.
4	Limited social communication skills – impacting on pupils' ability to interact with others positively.
5	Inconsistent routines and behaviour from children with complex needs can interrupt the learning.

## 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
Increase progress in writing, reading and maths for pupils eligible for pupil premium.	PP pupils will outperform or at least 'close the gap' in in terms of progress

Increase pupils' self-esteem and ability to self-regulate therefore enabling them to engage in the teaching & learning taking place within the classroom.	Learning walks and lesson observations and pupil voice will indicate that pupils feel confident in their abilities and have the resilience required to attempt extension task activities in the core areas. AR meetings & paperwork will document that pupils are making progress with their emotional development & self-regulation skills. Physical interventions will decrease as pupils are more able to use their self-regulation strategies.
Increase pupils' social communication skills.	PP pupils will access social communication interventions, when required. Pupils will be able to engage in group work positively. Pupil voice will indicate that pupils feel they have friends and enjoy playing and working with their peers.
Pupils eligible for pupil premium will have improved school attendance.	Average attendance for pupils eligible for pupil premium will be at least 95% as a cohort.

## 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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- Classes grouped by ability in addition to grouping within each class.</li> <li>- Staff training around curriculum and teaching</li> <li>- Collaborative group learning</li> </ul>	<p>Although research indicates that there is neither positive nor negative impact on streaming or setting, staff voice in school highlighted that teachers felt unable to consistently provide high quality teaching and learning when class groups contained such a wide scope of ability levels. Also, pupils indicated that they felt more confident in their learning when their peers were doing similar work to them. Therefore in September 2024, class groups were influenced by the pupil's academic abilities alongside their emotional and development needs. Within each class, attainment grouping is still used to further enhance pupils receiving the correct level of support and/or challenge. The EEF toolkit suggests this can have on average +2 months progress however this was often greater (up to +4 months) for primary maths. This also means that children can move flexibly between attainment groups, dependent on the current topic or to help address any specific 'gaps' in learning. Smaller groups and sufficient supply of physical resources enable a concrete, pictorial, abstract approach to be taken. This approach, first developed by American psychologist Jerome Bruner (1966), is widely used in Singapore approaches to teaching maths which is a recommended approach (DfE). Additionally, smaller groups with pupils all working at a similar</p>	2, 3, 4

	academic level enable more effective collaborative group learning to take place which the EEF toolkit finds can have +5 months positive impact.	
<ul style="list-style-type: none"> <li>- Continuation of phonics (+ 5months) with implementation of Guided / Shared reading for older students (+ 6months)</li> <li>- Introduction of 1:1 individual reading</li> </ul>	<p>The Little Wandle scheme is now embedded throughout the school but learning walks would indicate has not always been consistently implemented. Further emphasis on this will take place with a new phonics and reading lead joining the leadership team. The EEF toolkit found +5 months impact of phonics.</p> <p>Shared reading will also be introduced for older students in school who no longer require phonics for which the EEF toolkit indicated +6 months progress. <b>Additionally, staff and pupil voice indicated that some children did not feel confident to read aloud during shared reading meaning they were not reading consistently throughout the week. Therefore 1:1 individual reading has also been reintroduced enabling pupils to read regularly as well as practice the comprehension skills learned during shared reading sessions with a range of different text types.</b></p>	2,3,4
<ul style="list-style-type: none"> <li>- Music specialist teacher for 1 ½ days per week.</li> </ul> <p>Including:</p> <ul style="list-style-type: none"> <li>- Whole class lessons once per week</li> <li>- individual or small group instrument tuition</li> <li>- Choir club</li> <li>- Organised performances in and out of school</li> <li>- Resources and equipment as recommended</li> </ul>	The EEF toolkit describes the benefits arts participation can have for pupils, especially those who may have previously been disengaged from learning. Overall participation in the arts has been found to have on average +3 months impact.	1,2,3,4

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- ELKLAN TA based out of class to increase scope of pupils who can benefit from SALT</li> </ul>	SEN analysis in school last academic year highlighted that 35% of the pupils in school & 34% of Pupil premium eligible pupils had identified speech, language and communication needs therefore addressing these needed to be a priority. Although the findings are varied, EEF	4

<p>and oral language interventions.</p> <p><i>(3 days per week &amp; ELKLAN training course required: £420+VAT)</i></p>	<p>toolkit suggests that when TAs are appropriately trained and follow a set intervention, the impact can be up to +5 months. This has shown to be less when working a pair or small group (+3 months) rather than 1:1. The EEF toolkit also found that oral language intervention, which can also be led by the SALT TA can have up to 6 months positive impact on a child's progress.</p>	
<p>- LEGO therapy</p>	<p>In addition to pupils who access SALT for identified Speech &amp; Language difficulties, it has been identified that many pupils have difficulties with social communication. LEGO therapy has been advised by Trafford SALT service and has been recognised as effective, especially for pupils with autism:</p> <p><a href="#">LEGO® Therapy and the Social Use of Language Programme</a></p> <p><a href="#">An evaluation of the 'Lego® Therapy' intervention used to support children with social communication difficulties</a></p>	4
<p>- Weekly 1:1 emotional support for identified pupils.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>- Commissioned sessions from the Counselling and Family Centre.</li> <li>- Qualified play therapist employed by the school for 1 ½ days.</li> <li>- <b>ELSA trained TA</b></li> </ul>	<p>Many of our pupils have experienced early trauma and require a greater level of psychological support than can be offered within the classroom in order to feel secure and able to focus on their learning. In addition, this support will help our pupils in aspects of their future life and mental health:</p> <p><a href="#">Longer-term effects of school-based counselling in UK primary schools</a></p> <p><b>EEF toolkit has found that Social and Emotional Learning (such as ELSA sessions) has +3months progress. Discussions with professionals (such as educational psychologists) and parents/carers during annual review meetings would also indicate a strong positive impact for pupils who have accessed ELSA sessions in school previously.</b></p>	1,2,3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>- Greater emphasis on promoting high attendance, especially for persistent absence, including attendance awards &amp; motivators for attending school, home visits by Senior leaders &amp; developing</p>	<p>Pupil premium eligible pupils attendance was on average lower than non-pupil premium pupils last academic year.</p> <p>The 'Working together to improve school attendance' published by the DfE in August 2024 sets out the importance of school attendance and emphasises the wider approach required by schools in order to improve pupil attendance.</p>	1

<p>close links with parents through opportunities for parental engagement and collaborative work with other relevant professionals such as social workers.</p>	<p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance - August 2024.pdf</a></p> <p>The EEF toolkit also found that parental engagement can have up to 4+ months positive impact on progress.</p>	
<p>— <del>Creation of additional break out spaces for sensory circuits/respice</del></p> <p><i>Appropriate spaces now available (ongoing maintenance &amp; some new equipment still required):</i>  <i>1x near youngest classes building,</i>  <i>2x downstairs in main school,</i>  <i>2x upstairs in main school.</i></p>	<p><del>Staff and pupil voice indicated that the sensory circuits room was helpful however often was unavailable either because another child was using it or because the room was too far away at the other side of the playground. This academic year, two additional rooms have been created for sensory circuits so that each Key Stage now has access to their own room. Further information about sensory circuits can be found in the following text which can be borrowed from school on request: <a href="#">Sensory Circuits: A sensory motor skills programme for children by Jane Horwood</a></del> The EEF toolkit also found that any physical activity can have 1+ month positive impact on progress in English &amp; maths.</p>	<p>1,2,5</p>
<p>- Working party around behaviour approach in school with a review of the behaviour and relational policy.</p> <p>— <del>Golden Rules implemented throughout the school</del></p> <p><i>(Completed)</i></p> <p>- Addition of a ‘Serious Behaviour Hub’ staffed by senior leaders</p> <p><i>(Further work to both develop the appearance &amp; facilities of the hub alongside how it is utilised with a greater focus and staff training on supporting pupils with reflection).</i></p>	<p>Within school, it has been identified that sometimes pupils’ behaviour can interrupt the teaching &amp; learning. <a href="#">‘Behaviour in Schools’</a> by the DfE provides guidance on behaviour policies and pupil support units.</p> <p>The EEF toolkit also found 4+ months positive impact on progress across the curriculum with slightly higher (5+ months) in primary English &amp; maths from the introduction of behaviour interventions which reduce challenging behaviour in school. Additionally the ‘behaviour hub’ may be used in place of a suspension meaning that pupil’s attendance is not impacted by their behaviour.</p>	<p>1, 5</p>

**Total budgeted cost: £69,500**

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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Review of Impact															
Desired outcome	Impact														
<p>Increase progress in writing, reading and maths for pupils eligible for pupil premium.</p> <p><i>PP pupils will outperform or at least 'close the gap' in in terms of progress</i></p>	<table border="1" data-bbox="566 705 1157 862"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="2">% of children on track to make 80%+ progress</th> </tr> <tr> <th>Pupil Premium Children</th> <th>Non-Pupil Premium Children</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>43%</td> <td>&lt; 45%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>&gt; 24%</td> </tr> <tr> <td>Maths</td> <td>36%</td> <td>&lt; 52%</td> </tr> </tbody> </table> <p>The difference between Pupil Premium and Non-Pupil Premium pupils in reading has remained the same as last academic year therefore further intervention is required. It has also been recognised that the % of children making 80%+ progress has decreased. To address this, individual reading has been restarted now, alongside phonics or shared reading intervention. Although Non-Pupil premium pupils are still outperforming Pupil Premium pupils in maths, the difference between them has drastically reduced. Last academic year, there was a 27% difference whereas this has now reduced to only 16% difference. This shows that the maths interventions implemented within classes have been effective and therefore will continue next academic year.</p> <p>The real highlight of this assessment data is in writing where the pupil premium pupil are now outperforming non-pupil premium pupils by 15%. This is hugely positive and also worth noting that a greater percentage of pupil premium pupils made 80%+ progress this year in comparison to last academic year.</p> <p>Through discussions with school improvement partners, whole school data analysis and consideration of the increase of pupils across school with complex cognitive difficulties highlighted within EHCPs, it has been decided that this barometer to measure the effectiveness of teaching and learning in school no longer represents the progress that pupils make accurately. Instead, next academic year, each pupil will have their own 'flight path' of progress (based upon their cognitive SEN and personal trends from previous years). 'Expected progress' will then be much more personalised and relevant to the individual child rather than a whole school 'blanket' figure of 80%.</p>	Subject	% of children on track to make 80%+ progress		Pupil Premium Children	Non-Pupil Premium Children	Reading	43%	< 45%	Writing	39%	> 24%	Maths	36%	< 52%
Subject	% of children on track to make 80%+ progress														
	Pupil Premium Children	Non-Pupil Premium Children													
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<p>Increase pupils' self-esteem and ability to self-regulate therefore enabling them to engage in the</p>	<p>The frequency of Restrictive Physical Interventions required in school this academic year has significantly reduced since 2023/24, reducing to 284 in total all year. This evidences how pupils have been able to develop their self-regulation skills and utilise their individual plans and the resources available,</p>														

<p>teaching &amp; learning taking place within the classroom.</p> <ul style="list-style-type: none"> <li>• <i>Learning walks and lesson observations and pupil voice will indicate that pupils feel confident in their abilities and have the resilience required to attempt extension task activities in the core areas.</i></li> <li>• <i>AR meetings &amp; paperwork will document that pupils are making progress with their emotional development &amp; self-regulation skills.</i></li> <li>• <i>Physical interventions will decrease as pupils are more able to use their self-regulation strategies.</i></li> </ul>	<p>including the ‘break-out’ spaces created in school this academic year. Pupil voice from a school council focus group indicates that most pupils like to use the mindfulness rooms and the new upstairs ‘gym’ (sensory circuits) room the most. Observations during learning walks show that these rooms are often occupied throughout the school day by a range of different pupils and usually enable pupils to return to their class and resume learning after only a short time away. Staff voice indicates that it can be challenging at times to offer this intervention consistently as it can depend on the staffing levels in the classroom that day as well as whether other children are also struggling and require the space. AR paperwork is now updated by class teachers on at least a termly basis and clearly indicates how approximately half of pupils with outcomes around self-regulation are making continual progress. Self-esteem continues to be an area of difficulty for pupils at LPS with pupil voice indicating that pupils think they ‘can’t do’ things or are ‘rubbish’ at certain lessons. In some cases this has led to pupils refusing to engage in certain lessons or in 2 specific cases, pupils attendance has been limited by EBSNA, partially linked to their view of themselves as successful learners.</p>
<p>Increase pupils’ social communication skills.</p> <ul style="list-style-type: none"> <li>• <i>PP pupils will access social communication interventions, when required. Pupils will be able to engage in group work positively. Pupil voice will indicate that pupils feel they have friends and enjoy playing and working with their peers.</i></li> </ul>	<p>The Autumn term was highly successful with more pupils than in previous years accessing high levels of speech and language support both within class interventions (organised and supported by the SALT assistant) and through more intensive intervention sessions with the SALT assistant out of class. This was possible due to a staffing restructure which enabled the SALT assistant to be based out of class for the majority of the week, only supporting with some cover responsibilities at times. Unfortunately the Speech &amp; language assistant left Longford Park School in the Spring term. In response another TA4 was identified to fulfil the role during their part-time hours (3 days per week with no cover responsibilities) and all TAs in school were trained to deliver LEGO therapy. The increase in pupils accessing LEGO therapy has been successful and staff voice indicates that most staff now feel more confident in how to refer back to skills learned during daily interactions with peers. Pupil voice suggests that pupils enjoy breaktimes and playtimes the most because they can talk and play with their friends. Learning walk observations highlighted how most classes utilise group work on a regular basis effectively with small groups of 3 or 4 pupils, supported by an adult. There are plans in place for the newly allocated SALT assistant to engage in ELKLAN training next academic year which will help to ensure that the SALT interventions (both within class and out) continue to be planned, resourced and implemented effectively.</p>
<p>Pupils eligible for pupil premium will have improved school attendance.</p> <ul style="list-style-type: none"> <li>• <i>Average attendance for pupils eligible for pupil premium will be at least 95% as a cohort.</i></li> </ul>	<p>Although Pupil Premium attendance is still lower than non-pupil premium pupils, the difference has reduced greatly this past academic year. This includes 2 pupil premium pupils who have presented with indicators of EBSNA which significantly impacted on the cohort’s overall attendance figures this year, which was not an issue during 2023/24. Without these 2 pupils’ figures, the pupil premium average attendance would be much higher. The personal and individualised approach, including home visits and greater communication links between families and key staff, appears to have been effective in many other cases to address persistent low attendance in the early stages.</p>

	Average annual attendance			Difference
	Pupil Premium		Non-PP	
2023/24	84.7%	<	93%	8.3%
2024/25	84.8%	<	88.7%	3.9%

## Externally provided programmes

Programme	Provider
N/A	

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

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

### **Strategy planning:**

In planning our new pupil premium strategy we triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations and questionnaires with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will complete interim reviews on a termly basis, adjusting our plan over time to secure better outcomes for pupils.

### **Other activity:**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Breakfast club funded by The Greggs Foundation whereby pupils will be offered a healthy, nutritious breakfast for free every morning. This means that no child starts their school day feeling hungry and is more able to focus and concentrate on their learning.
- After school clubs whereby pupils can participate in structured team games and engage in an active lifestyle once a week after school. This is offered for free to all children in school as many of our families find it challenging to participate in such activities out of school due to the needs of their child. This means that children can experience positive interactions with children from across the school and build friendships with others who share their interests. It also enables some families to have a short time of respite, knowing that their child is safe and happy at afterschool club.
- Other educational visits are often partially or fully funded to ensure that all pupils are able to attend and be involved in the extra-curricular learning taking place. This contributes towards each child's cultural capital and makes learning much more relatable and engaging. **This includes a one-night residential for year 6 pupils.**
- **Friday extra-curricular activity groups provide all KS2 pupils with the opportunity to develop other skills linked to their personal interests, for example arts & craft, sports, cooking, gardening or engaging in local community action projects. This helps to further develop self-esteem and confidence whilst enabling pupils an element of autonomy in what they learn (as children select which activity to participate in) and opportunities to work and socialise with groups of adults and peers who would not usually be in their class groups.**