



Long Marston VA C of E Primary School

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	Long Marston C of E VA School
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	20.1% (25 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	20.12.24
Date this statement was updated	9.12.25
Date on which it will be reviewed	20.12.26
Statement authorised by	Laura Whateley
Pupil premium lead	Laura Whateley
Governor / Trustee lead	Debbie Stevens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35520
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	£35520

Part A: Pupil premium strategy plan



Statement of intent

At Long Marston C of E VA Primary School our intention is that all pupils, irrespective of their background or the challenges they face, access our broad and balanced curriculum and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal whilst experiencing a rich curriculum that offers them opportunities within culture and sport, broadening their experiences and outlooks as to what may be possible.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, those living with other adverse childhood experiences or disadvantage and refugees who arrive at our school with their previous lives unknown to us. The activity we have outlined in this statement is also intended to support their needs.

Additionally, in recent years, the level of special educational need in our disadvantaged children has increased dramatically, particularly those with complex, specialist level SEND. This plan aims to support those children to reach their potential.

It has been shown that PP spending is most effective when schools use a tiered approach, targeting spending across teaching, academic support and wider approaches (non-academic use of the PP) but focusing on teaching quality - investing in learning and development for teachers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

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 also integral to wider school plans notably targeting children whose progress is slow, including non-disadvantaged pupils and for further opportunities for targeted small-group teaching in year groups observed to be most at risk of falling behind.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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 the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve (we consider these children to be our 'priority 20%').



Challenges

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

Challenge number	Detail of challenge
1	Low starting points and baseline in Early Years; some children have had no prior pre-school experience and complex special educational needs
2	Increase in children with special educational needs with no diagnosis or support in place
3	Support for homework and reading
4	Low self-esteem and self-regulation
5	Reduced vocabulary for reading and writing causing problems with literacy
6	Gaps in grammar, punctuation and spelling in writing in KS2
7	Speech and language delay in early years and KS1
8	Poor attendance for some children
9	Children who arrive with little, or no, English language

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
<p><i>Children achieve the expected curriculum standards in SPAG in KS2</i></p>	<p>100% of disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in R,W,M</p> <p>Those that have a SEND need will make more than expected progress from their Individual starting points.</p> <p>Gaps in grammar will be swiftly addressed through 'fixing full stops' and children will have a secure understanding of grammar in sentence writing by the end of upper KS2.</p>
<p>To improve attendance so that PA is below 1% and overall attendance is in line with all pupils.</p> <p>Specific target pupils identified as persistent absentees.</p> <ul style="list-style-type: none"> Teachers and Headteacher to proactively engage with parents / carers re attendance / punctuality both formally and informally Teachers to devise strategies to overcome related issues. Follow new Hertfordshire policy of fining parents for term-time holidays Headteacher to be tenacious in the tracking and following up of non-attendance. Follow up with attendance team, contact with parents 	<p>Disadvantaged groups' attendance is in line with the rest of children.</p> <p>Intervention for attendance is responsive and rapid and support is accessed where required.</p> <p>Decrease in holidays taken in term time (big increase post-pandemic holidays taken and those not able to afford holidays in school holidays)</p>



<p>for all PP pupils who drop below 95% in Spring and Summer. Early intervention in Autumn.</p> <p>Half-termly tracking of all PP (SEND, CIN, vulnerable) pupils.</p> <p>Raise the profile of this group through communication with teachers, leaders and governors.</p> <p>Fine parents who take children on holidays in term time, following Hertfordshire's policy</p>	
<p>Support children with their emotional needs and address the increase in anxiety and school based avoidance we have seen.</p> <ul style="list-style-type: none"> - Train Tas in Drawing and Talking - Contract for TA qualified in ELSA - Interventions for children showing EBSA 	<p>Improved attendance for those with ESBA</p> <p>Improved happiness rating for children exhibiting anxiety</p> <p>Support children with friendship-based issues.</p> <p>Immediate and responsive interventions for children with bereavement, trauma or family changes</p>
<p>Interventions for speech and language narrow the gap between PPG and non-PPG children in the early years.</p>	<p>Good outcomes for class 1 children for speaking and listening.</p> <p>Those with specific needs are identified and access SALT in school.</p>
<p>Improved self-esteem and emotional resilience</p>	<p>Bespoke support offered for individuals with these needs.</p> <p>Educational Psychologist funded to ensure children have diagnosis which can be supported with specific interventions – so improving children's self-esteem.</p> <p>ELSA run interventions for those with low self-esteem.</p> <p>Drawing and talking therapy offered to vulnerable children.</p> <p>Lego therapy offered to children with social needs</p> <p>Wellbeing warriors established and strategies shared with all children</p> <p>Decreased negative behaviour incidents for individuals as a result.</p>



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: £ 13084

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Early intervention. Ensure Early Years curriculum is carefully mapped (including Nursery provision) and reflects the needs of our community - vocabulary rich setting with adults who model and extend language and conversations. This is carefully linked to KS1 curriculum.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>'sustained shared thinking' or 'guided interaction'</p> <p>+6 months</p>	1,7
<p><i>Half termly PPMs lead to responsive interventions to address gaps identified (Lego therapy, drawing and talking therapy, ELSA, SALT, precision monitoring run by TAs and teachers plus additional classroom support).</i></p> <p><i>Train and introduce an ELSA (Emotional Literacy Support Assistant) to work 1:1 with individual who has anxiety and/ or friendship issues.</i></p>	<p>Nurture UK EEF T&L toolkit (social and emotional learning)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,</p> <p>both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6,7,9
<p><i>Provide specialist training for teachers and support staff in SEND areas such as ADHD and ASD (our SEND areas of highest proportion)</i></p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). (Taken from EPI study)</p>	1,2

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

Budgeted cost: £ 15775



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use highly skilled, experienced teaching assistants to provide a blend of tutoring and smaller group teaching for targeted objectives for pupils whose education has gaps. A significant proportion of the pupils who receive extra support will be disadvantaged, including those who are high attainers, where necessary.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups (plus targeted Teaching Assistant support in literacy and maths lessons in class and to run intervention strategies):</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Funded Educational Psychologist to diagnose children’s needs where the level of need would warrant an EHCP to ensure no hold up in provision offer and swift, impactful interventions.</p>	<p>2,3,5,6</p>

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

Budgeted cost: £6661 (£1500 forest school, £2061 wider strategies, £1100 resources, £2000 trips)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide funding - ensure all children who want to take part in clubs and educational visits / residential trips are able to access.</i></p> <p><i>Outdoor adventure learning (forest school one half day a week for one half term a year.)</i></p>	<p>Hertfordshire Economic Exclusion Audit (Summer 2024, Spring 25) actions.</p> <p>Extracurricular offer –helps improve attendance. Helps children to work in groups, find aspirations and interests.</p> <p>Provide two free after school activities for each PPG child plus two free breakfast clubs (introduced in light of the economic crisis) plus funding towards forest school</p>	<p>4, 8</p>



	<p><i>Parent discussions and teacher observations conclude that some children can lack resilience. They can find it difficult to interact with children from other years. Forest school helps make children more Independent. Creates resilient and improves focus. It helps build confidence and social skills. Children in Forest Schools have to work and learn together with their peers.</i></p> <p><i>EEF Toolkit Collaborative and learning approach +5 , social and emotional +4</i></p> <p><i>Sutton Trust social and emotional learning + 4 months</i> Newcastle university (Nuffield foundation) after school clubs and academic performance Sutton Trust Outdoor adventure learning +3 months</p>	4,8
<p>Provide parenting support for all families in Class 1 and 2, focussing on good routines and behaviour management. Referrals for family support for 1:1 and pupil support workers 1:1 Confidential phone line for parents to contact Guiding parent to charitable support</p>	<p><i>Targeted interventions have positive overall effects.</i> <i>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</i></p>	2,3,7,8
<p>Conferencing with Tring School to ensure a smooth transition for our most vulnerable children (bi-weekly for the whole of Year 6)</p>	<p><i>Feedback from staff at Tring school and former parents say how useful they found the conferencing and how it prepared them for the challenges of moving to secondary school.</i> <i>EEF Toolkit mentoring +2</i></p>	3,8,9
<p>Drawing and talking therapy offered to vulnerable children who require emotional support with bereavement, young carers or other adverse experiences. Fund time and supervision for an ELSA (Emotional Literacy Support Assistant) to provide social and emotional learning to</p>	<p><i>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self</i></p>	3,9



targeted, vulnerable children.		
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Total budgeted cost: £ 35520



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 2024-2025 academic year.

2024-2025 Impact

- Close monitoring of PPG children ensured that needs, especially mental health concerns, were met effectively and appropriately. Children were discussed in detail at pupil progress meetings and bespoke support put in place.
- All PPG children experienced a smooth transition to secondary school, with secure adult relationships established.
- Rewriting the English curriculum has ensured children have full breadth and depth in their learning with a focus on SPAG and writing in KS2.
- Our Nursery provides early intervention and the impact has been huge (all the children who attended our Nursery 2024-2025 passed the Reception baseline assessment 2025 which is not the case historically or for those who didn't). This is excluding those with significant SEND.
- All PPG children are offered 2 clubs per week and all access clubs after school.
- All PPG children in R, year 1, year 2 and those in KS2 who require catch up, receive high quality phonics teaching daily resulting in children learning to read quickly and competently.
- There were attendance concerns for PPG children as a result of term-time summer holidays. Strategies are being implemented to address this including implementing the government's fining policy.
- ELSA (Emotional Literacy Support Assistant) trained and running interventions – further training and hours extended in 2025-2026
- Family Support worker and Pupil support workers deployed to support our most vulnerable children and families.
- Educational Psychologist has been employed so children with SEND have their conditions diagnosed early and EHCPs are attained as quickly as possible for children who arrive at our school without one - this is an ongoing priority.