

Pupil premium strategy statement

Article 28- Every child has the right to an education

This statement details our school's use of pupil 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	Longsight Community Primary
Number of pupils in school	211 Oct 2023 census
Proportion (%) of pupil premium eligible pupils – Oct 2023 census	49% (103 children) indicative
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	25/9/2025
Date on which it will be reviewed	October 2026
Statement authorised by	R Ahmed
Pupil premium lead	R Ahmed
Governor / Trustee lead	L McDaid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,440 (£1480 pp)
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	£152,440

Part A: Pupil premium strategy plan

Statement of intent

- Carefully ring fence the funding so that we always spend it on the target group of pupils
- Never confused eligibility for the Pupil Premium with low ability, and focus on supporting disadvantaged pupils to achieve the their full potential
- Draw on research evidence (such as the Sutton Trust toolkit⁴; and Education Endowment Foundation) and evidence from our experience to allocate the funding to the activities that are most likely to have an impact on improving achievement
- To raise achievement (attainment and progress) of all pupils eligible for Pupil Premium so that their performance is narrowing the gap with their non-Pupil Premium peers nationally.
- Thoroughly analyse and monitor underachieving Pupil Premium pupils in English (reading and writing) and; mathematics to identify children making less than expected progress
- Know the importance of ensuring that all first quality day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- Use achievement data frequently to monitor interventions or techniques to ensure the gap for attainment and progress is narrowed for disadvantaged pupils
- Deliver ongoing CPD for Teaching Assistants to ensure a consistent and robust approach to interventions is followed
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they can improve it. Thus ensuring children become active independent learners
- Ensure that a designated senior leader has a clear overview of how the funding is being allocated and to monitor and review the impact on disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	<i>Lower attainment in some KS1 and lower KS2 classes in reading, writing and maths for disadvantaged children because of lost learning in earlier years.</i>
2	<i>Many disadvantaged children and their families are unable to access vital resources and support</i>
3	<i>Due to disrupted learning, disadvantaged SEND children require intense support to make good progress in terms of their small step targets and long term SEND objectives</i>

4	<i>Disadvantaged children are less likely to be involved in ECA and access cultural experiences.</i>
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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
To narrow the gap in the above year groups to be in line with the peers.	Outcomes of disadvantaged children in Year 1/2/3 meets our overall target.
That disadvantaged SEND children make good progress in relation to their small steps targets and long term SEND objectives.	Targeted children reviews and outcomes show good progress had been made.
To ensure that children and families access appropriate welfare and mental health support to meet their needs.	Children are able to attend school on a regular basis and barriers to learning are mitigated for.
That disadvantaged children have full access to the enrichment and extra-curricular curriculum.	50% or more of disadvantaged children access extra-curricular activities including holiday clubs and take part in all trips and enrichment events

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: £77,100

Activity	Intended Impact	Challenge number(s) addressed
Implement year 4 of Voice 21 programme. Each stage will last for a year and containing a carefully-constructed blend of professional development and bespoke support. We will work with our oracy teaching and learning experts from Voice 21 to identify and address your specific needs and ambitions for oracy, both in classrooms and across school, supporting us to meet the Oracy benchmarks.	To improve speaking, fluency, vocabulary and hence reading and writing across all year groups.	1-2
Use of school PE coaches to increase the amount of physical activity opportunities for all children with a focus on disadvantaged children. Clubs will be 50% sport focused (Salary cost)	To increase the amount of physical activity opportunities for all children. To ensure that children are accessing high quality extracurricular sports activities that may not be available to them outside school.	3-4
Book scrutinies to take place to monitor the level of challenge disadvantaged children are experiencing and ensuring high expectations across all subjects.	That disadvantaged children are held back by low expectation and that lessons and work is pitched so that good or better progress is made.	1-2
To create an effective learning environment to improve the learning outcomes of PP and PP with SEND. <ul style="list-style-type: none"> Working walls are used effectively and reflect current working Embed RRSA displays that are child-centred Visual timetables are used daily Growth Mindset displays to develop behaviour for learning Additional table/class resources are available and directed to children with SEND. Use of adaptive strategies across all year groups. 	That the learning environment is conducive to independent learning, increased pace of learning, better interaction with peers and good or better progress.	1-2
To undertake termly learning walks with a focus on disadvantaged children.	Disadvantaged children are making good or better progress in class and their books evidence good progress.	1-2
Pupil progress meeting action plans with a focus on disadvantaged children.	Targeted support for disadvantaged children is timely and has a positive impact on progress.	1-2

Outdoor Learning (OL) lead to complete training and deliver training and sample lessons to all staff and support outdoor learning activities going forward. £1000	That children use the outdoor space developing their creativity, problem-solving, independence and confidence.	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,300

Activity	Intended Impact	Challenge number(s) addressed
Teacher led targeted small group PM tuition supported by Junior Jam	That targeted children make good or better progress and narrow the gaps in learning due to COVID closures and disrupted learning time. The focus of the gaps will be reading, writing and maths	1-2
Targeted disadvantaged pupils to have regular reading, phonics, writing and maths intervention. Regular monitoring of intervention groups or 1-1 to ensure quality of delivery to inform next steps.	Targeted children in both KS1 and those who did not pass the phonics screener in KS1 make good or better progress in reading and phonics.	1-2
To use our Nurture Room to provide a safe, predictable and structured space to further the child with their emotional and social development.	That SEND and children who require additional SEMH or Language and Communication support have access to high quality provision and make progress in relations to their small step targets.	1-2
TAs to deliver small group intervention to reinforce classroom learning.	Children including SEN who may have not fully understood or made progress in core subject sessions will make progress once learning has been reinforced. Delivered through Pathways to Progress and Phonics interventions and core subject daily interventions.	1-2

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

Budgeted cost: £ 58,500

Activity	Intended Impact	Challenge number(s) addressed
To develop a well-being strategy for children that will support their health and well-being both in school and at home.	<ul style="list-style-type: none"> Promote positive mental and emotional wellbeing by providing information and support. Create a shared understanding of all aspects of mental health 	3

	<ul style="list-style-type: none"> • Enable those with mental health related issues to self-disclose and seek support in a safe confidential manner. • Offer guidance and strategies, along with the support of our Mental Health First Aider, to support pupils and staff to be mentally healthy. • Create a culture to support and maintain positive mental health and wellbeing. 	
Ensure that extra-curricular activities are offered to disadvantaged children, to support their physical and learning needs and support creativity	<ul style="list-style-type: none"> • To help children to develop their social skills and learn how to work in a team to achieve a shared goal. • To allow children the opportunity to explore different areas of interest, increase self-confidence, build leadership skills and improve learning outcomes. 	4
Family Support worker - Well-Being worker to support behaviour/Breakfast Club and lunchtime provision and parents	<ul style="list-style-type: none"> • The disadvantaged children have a nutritious breakfast so they are ready for the school day • Children and families who are experiencing long- or short-term difficulties access emotional and practical help and advice. • Relationships built mean that children are confident attending school every day and making good progress and that families are able to support their children and access support for themselves. 	3-4
All enrichment experiences for disadvantaged children are funded through PP funding	<ul style="list-style-type: none"> • That all disadvantaged children experience local, Manchester and whole day trips. • That in-school cultural experiences are available to all disadvantaged children. 	4
Implement an effective parental engagement plan focusing on home learning. Behaviour support, mental health and well-being and healthy lifestyles.	<ul style="list-style-type: none"> • Children feel connected to their parents/carers, families and communities Children feel safe, secure, supported and are ready to learn. • Parents/carers supported by the school and other agencies, they feel connected to their child and more prepared to support their child. 	3
Daily attendance monitoring and fortnightly PA monitoring. Plans and support and rewards for disadvantaged children	<ul style="list-style-type: none"> • That children attendance school regularly and are in line or above the whole cohort. • That children have positive relationships with adults and are motivated to learn • Swift action prevents children becoming a persistent absentee. 	1-3
All children who require uniform or school wear will have access to complementary clothing.	<ul style="list-style-type: none"> • Children feel confident attending school and their uniform needs are met. 	3
Year 6 Residential to Conover Hall February 2025. This will be fully paid for through PP funding.	<ul style="list-style-type: none"> • Provide inspiration and help to improve creativity amongst pupils across a whole range of subjects. • Student leadership skills emerge in a residential environment to move pupils out of their perceived comfort zones and facilitate a new learning and social environment. • Impact they can have on the progress of lower-attaining pupils, who may have difficulties with concentration and engaging in a classroom environment. 	1-4

Use the FSM tracker to ensure all families who could be eligible to apply for FSM funding.	FSM tracker to identify FSM and increase funding to support disadvantaged children.	1-4

Total budgeted cost: £ 151,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that overall in end of stage outcomes disadvantaged children achieved better or in line with their peers at Longsight Community Primary.

%	R	W	M	
Rec All	63	63	60	50
Rec PP/11	73	73	64	
Rec SEND/5	20	20	20	

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that we are closing the gap for disadvantaged children, where national data is showing the gap widening.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Overall attendance was better, but this was not the case for Persistent Absenteeism.

Attendance

Demographics	Present	Persistent Absentees
All	93.9%	16.6%
Disadvantaged	94.1%	17.1%

Leuven scale 6+ (6 score and above shows good well being)

97% of children assessed stayed on the same level or increased their Leuven's scale score over the course of the year.

Attendance to extra-curricular activities 2024/25

Attended at least one club this year			
Year group	Number of children	% of class who attended	% of attendees who were Pupil Premium
1	3	10%	33%
2	8	27%	38%
3	6	20%	67%
4	11	37%	36%
5	9	30%	17%
6	2	7%	50%
Total	39	14%	46%

The data demonstrated that as a school we are take individual needs into consideration and act swiftly to support children who need additional support.

Based on all the information above, the performance of our disadvantaged pupils *exceeded* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2025 as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that pupil premium children at out school make good progress and their attendance is in line with the rest of the school. Outcomes in KS2 are particularly strong for disadvantaged children.

	Reading	Writing	Maths	Spelling Punctuation and Grammar	Combined R/W/M
Age related (ARE)	71%	77%	61%	74%	52%
Pupil Premium cohort (25)	83%	80%	72%	76%	60%

Our Oracy programme has been hugely successful and the outcomes for disadvantaged children evidence this. The improvement in reading and writing shows the impact of increasing vocabulary and active participants in lessons.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.