



**The Ribblesdale Federation of Schools**

**Pupil Premium Strategy Statement 2024 – 2025**

**Long Preston Endowed VA Primary School: Review of  
Strategy**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 Preston Primary                          |
| Number of pupils in school                                                                                      | 47                                            |
| Proportion (%) of pupil premium eligible pupils                                                                 | 19.15% (9 pupils, including 2 service pupils) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/23 to 2024/25                            |
| Date this statement was published                                                                               | November 2024                                 |
| Date on which it will be reviewed                                                                               | November 2025                                 |
| Statement authorised by                                                                                         | Catherine Maddocks (1/9/23)                   |
| Pupil premium lead                                                                                              | Erin Jones<br>SENDCo                          |
| Governor lead                                                                                                   | Carl Shuttleworth                             |

### Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                         | £11380  |
| Recovery premium funding allocation this academic year                                                                                                                      | £1000   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | 0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £12,380 |

## Part A: Pupil premium strategy plan

### Statement of intent

***Across our federation, and within our caring Christian community, we understand that each child travels through our schools only once yet always remains a part of our school family. Their journey is rooted in love, kindness, friendship and respect.***

Our intention 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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. 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 for education recovery.

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

### Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

|   |                                                                                                                                                                                                                                                                                                                                                                            |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.                                                                                                                                                               |
| 2 | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.<br><br>On entry to Reception class in the last 2 years, an average of 30% of our pupils (including disadvantaged) arrive below age-related expectations. This gap remains steady to the end of KS2. |
| 3 | Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.                                                                                                 |
| 4 | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been marginally lower than for non-disadvantaged pupils.<br><br>3.25% of disadvantaged pupils have been absent compared to 2.85% of their peers during that period.                                                                                                     |

## 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                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved reading attainment among disadvantaged pupils.                                                        | KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.                                                                                                                                                                                                                     |
| Improved maths attainment for disadvantaged pupils at the end of KS2.                                          | KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.                                                                                                                                                                                                                       |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | Sustained high attendance from 2024/25 demonstrated by:                                                                                                                                                                                                                                                                        |

|  |                                                                                                                                                                                                                             |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul> |
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## 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: **£7869**

| Activity                                                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>                                                                                                                           | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>                                                                 | 1, 2                          |
| <p>Purchase of a new reading materials (phonetically decodable) to support Little Wandle scheme.</p>                                                                                                                                                                          | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                                                                                                         | 1                             |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | 2                             |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educa-</p>                                                                                                                                                 | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>                                                                                                                                                                                                                                        | 3                             |



|                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                     |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.                                                                                                                                                          | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="https://www.eef.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> | 3   |
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.<br><br>This will involve training and release time for staff (attendance leader) to develop and implement new procedures and appointing attendance/support officers to improve attendance (Mr Wiseman) | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.                                                             | 4   |
| Access to enrichment activities (school trips, including residential), wrap around care and clubs after school.                                                                                                                                                                                                       | All children benefit from enrichment activities and increased physical activity.                                                                                                                    | 3   |
| Contingency fund for acute issues.                                                                                                                                                                                                                                                                                    | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.      | All |

**Total budgeted cost: £13646**

## 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 2023 to 2024 academic year.

There were 2 disadvantaged children in Year 6, there was also 4 SEND children at the end of the academic year 2024/2025.

There was 0 disadvantaged child in Year 1 when the PSC was carried out.

There was 1 disadvantaged children in Year 2.

There was 0 disadvantaged pupil in EYFS.

The outcomes we aimed to achieve in our previous strategy by the end of 2023/24 were met as shown below.

Outcome: KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. *This was met as 64% of PP children met ARE in reading.*

Outcome: KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard. *This was met as 73% of PP children met ARE in maths.*

There was a sustained high level of pupil wellbeing reported by children and teachers.

There was a good level of participation by children in enrichments activities last academic year.

Attendance data shows that there was a good level of attendance by Pupil Premium children.

Overall attainment data suggests real success in areas and couple of areas to remain vigilant. Year 6 achieved 25% ARE in RWM. EYFS achieved 68% for GLD not 88%. Year 2 achieved 70% RWM for ARE achieving the target set. Year 1 did better than expected and achieved 88% in RWM not the 75% target.

## Further information (optional)

### Additional 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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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 also looked at studies about the impact of the pandemic on disadvantaged pupils.

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 adjust our plan over time to secure better outcomes for pupils.