

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Itchington C of E Academy
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	16/12/2024
Date on which it will be reviewed	11/07/2025
Statement authorised by	Rebecca Richards
Pupil premium lead	Rebecca Richards
Governor / Trustee lead	Alistair Beasant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,057
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	£47,057

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, for example, those who have a social worker. 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, notably in our targeted support for identified pupils whose education has been affected negatively, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, based on internal, diagnostic assessment of academic progress, as well as identification and monitoring of pupils whose social and emotional needs are a barrier to their education. The approaches we have adopted complement each other to help pupils achieve their best. 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

The key principle of our strategy plan is to ensure that all pupils have the opportunity to achieve of their best and be fully involved in all aspects of school life.

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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	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 and writers.
3	On entry to Reception class in the last 3 years, the majority of our disadvantaged pupils arrive below age-related expectations. We are noticing that the on-entry levels of an increasing number of children are below age-related expectations, although the percentage varies between cohorts.

4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils was impacted by the school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
5	<p>Teacher referrals for support have markedly increased over the past three years. These are for a range of academic and SEMH / behavioural needs which then impact on the pupils' ability to learn to their full potential.</p>

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 language skills and vocabulary for disadvantaged pupils have developed	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve phonics ability, with transference into reading for our disadvantaged pupils	Phonics screening data shows that show that an increased % of disadvantaged pupils meet the expected standard by the end of Year 2. KS2 reading outcomes between now and 2024/25 show that an increased % of disadvantaged pupils meet the expected standard.
Pupils, including disadvantaged pupils, are Year 1 ready when they leave Reception.	Pupils who were below age-related expectations on entry will have made accelerated progress within Reception.
Improved reading and writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading and writing outcomes between now and 2024/25 show that an increased % of disadvantaged pupils meet the expected standard.
Improved maths outcomes for disadvantaged pupils at the end of both KS1 and KS2.	KS1 and KS2 maths outcomes between now and 2024/25 show that an increased % of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in staff knowledge and understanding of strategies to support pupils with SEMH within the classroom

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: **TOTAL £22,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle Phonics Scheme implemented and fully resourced</i>	Subject Leadership additional time – Further developing Little Wandle into Year 2. £750 subscription & £350 resources; £2400 release time for subject leader £250 CPD on Little Wandle for all support staff https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics	2 3
<i>Interaction training for Early years practitioners to support the acquisition of language</i>	Early Excellence training on high quality interactions in Early Years £200	3
<i>Bespoke CPD advice from external specialists to support pupils with PPG who struggle with emotional regulation</i>	Enhanced Psychology £1,200 https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotional-learning CPD for positive handling and SEMH interventions £1,000	5
<i>Origin Hub Maths CPD</i>	Cover costs – KS1 and KS2 teacher £2,500 https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning	5
<i>Oral Language Intervention</i>	Increased focus on <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children explicitly extending pupils' spoken vocabulary the use of structured questioning to develop reading comprehension the use of purposeful, curriculum-focused, dialogue and interaction £500 https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-language-interventions	1
<i>Subject Leadership release time to develop subjects</i>	£3,000 https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1

<i>Targeted TA support in class with a focus on core subjects</i>	Allocation of Teaching Assistant salary £10,000 https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions	1 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **TOTAL = £8,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics intervention for pupils who require additional phonics	Focussed phonics catch up support for pupils in YR and Y1 £800 https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions	2
Targeted maths interventions for pupils who have gaps in basic maths skills	Catch up interventions based on assessment data across Y5, Y6 and Y2 to close attainment gaps in maths £3,000 https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions	4
Target reading interventions for pupils who have gaps in reading skill	Catch up interventions based on assessment data across Y5, Y6 and Y2 to close attainment gaps in reading £2,000 Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions	4
Social stories and nurture intervention	Social and emotional support for pupils through a range of specific intervention such as social stories, nurture interventions £800 https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions	4
<i>Small group tutoring</i>	£2,000 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4

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

Budgeted cost: **TOTAL = £16,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional Coaching and Support for pupils as required</i>	£8,500 – Kick mentoring https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning	5
<i>Providing bespoke wellbeing & educational support for vulnerable pupils who are at risk</i>	£2,900 https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning	5
<i>Support to ensure that school and education are positive experiences for pupils at risk</i>	£4,000 Teaching Assistant in class and timetabled for nurture/sensory breaks as required https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning	5
<i>Uniform, Milk etc for pupils eligible for PPG</i>	Uniform £150 allocated Milk £50 allocated https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	5
<i>Wider Opportunities funded for pupils eligible for PPG</i>	Class trips/visitors across school £450 allocated Music lessons for pupils across the year £250 https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	1, 5

Total budgeted cost: £47,050

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023 2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- Implementation of the phonics scheme embedded in Reception and Year 1 – evidence of progress demonstrates a strong impact on outcomes for pupils with 100% of pupils in reception making expected progress from their starting points.
- 88% of pupils in Y1 achieved phonics, with the remaining 12% on track to achieve by the end of Y2
- 50% of Y2 pupils who continued the program achieved the expectations for phonics by the end of KS1.
- Of those pupils not working from a bespoke curriculum, 50% achieved expected standards in reading and writing in KS2.
- Pupils with SEMH benefitted from the support provided – more able to recognise and express emotions and react to them in an appropriate way – this resulted in pupils with extremely high level needs being able to access personalised curriculums within a main stream setting, ensuring continued access to education. Exclusions for these pupils were also significantly reduced across the year.
- Staff knowledge and skill in emotions coaching developed further due to bespoke CPD support from Educational Psychology Services.
- All pupils participated fully in trips/visits and the residential visit, including those for whom there were significant barriers.
- All pupils had access to extra-curricular clubs and targeted recruitment ensured that 100% of KS2 pupils enjoyed breadth of opportunities outside the main curriculum