

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 Itchington C of E Academy
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	17.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	31/12/2025
Date on which it will be reviewed	31/12/2026
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	£47,751
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	£47,751

Part A: Pupil premium strategy plan

Statement of intent

Vision:

"Whatever you do, work at it with all your heart."

This principle underpins our commitment to ensuring every pupil, regardless of background or circumstance, has the opportunity to thrive academically, socially, and emotionally.

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 also consider the challenges faced by other 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.

School Context

Our school serves a mixed demographic community where there are some challenges such as limited social cohesion and some levels of isolation can impact pupils' experiences and outcomes. We recognise that these factors can create barriers to learning and wellbeing, particularly for disadvantaged pupils. Our approach is therefore rooted in fostering inclusion, building strong relationships, and creating a sense of belonging for every child. Our proportion of pupils eligible for Pupil Premium funding is **below the national average** at 17% and this sits within a context where there is also affluence. This can further highlight and intensify the disadvantage experienced by these pupils. The gap between disadvantaged and non-disadvantaged pupils is therefore particularly visible and requires a targeted, strategic approach to ensure equity and inclusion.

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.

Additionally and importantly, **approximately half of pupils eligible for Pupil Premium also have SEND and/or EAL**, meaning barriers to learning are even more significant and often require a highly targeted, multi-layered approach.

Intent

The Pupil Premium funding will be used strategically to:

- **Raise attainment and accelerate progress** for disadvantaged pupils so they achieve in line within, or above, national expectations.
- **Narrow gaps** between disadvantaged pupils and their peers through high-quality teaching, targeted interventions, and enrichment opportunities.
- **Promote social and emotional wellbeing**, ensuring pupils feel safe, valued, and connected within the school and wider community.

- **Develop cultural capital** by providing experiences that broaden horizons and reduce isolation, enabling pupils to engage confidently with the world beyond school.
- **Invest in staff development** to ensure teaching is consistently excellent and responsive to the needs of all learners
- **Ensure that SEND needs are effectively met** for our disadvantaged pupils through the effective implementation of bespoke guidance and advice

Our Approach

- Evidence-based strategies informed by research and our school's context.
- High expectations for all pupils, underpinned by our vision that effort and commitment lead to success.
- A whole-school ethos of inclusion, collaboration, and aspiration that is responsive to common challenges and individual needs.
- Based on internal, diagnostic assessment of academic progress, as well as early and accurate identification and monitoring of pupils whose social and emotional needs are a barrier to their education.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Regular monitoring and evaluation to ensure impact and value for money.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest disadvantaged pupils are generally less confident as learners and tend to lack agency compared to their peers. They are more reluctant to engage in learning opportunities and are generally more passive in school.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics and then fluency in reading than their peers. This negatively impacts their development as readers and writers and impacts statutory results at the end of KS2.
3	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with maths than their peers and this is reflected in KS2 and MTC outcomes. This negatively impacts their development as mathematicians and impacts statutory results at the end of KS2.
4	On entry to Reception class 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.

5	SEND needs have markedly increased over the past three years. These are for a range of academic and SEMH / speech and language needs which then impact on the pupils' ability to learn to their full potential and require bespoke support to achieve in line with the wider school population.
6	We have evidence that disadvantaged pupils attend less well than their peers which impacts on sense of belonging and on 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
Improved perceptions of pupils as significant agents in their learning. Enhanced metacognition for pupils - active engagement in learning is demonstrably obvious for our disadvantaged learners.	Assessments and observations indicate improved confidence among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, contributions to classes, willingness to try new things, engagement in school life.
Improved phonics ability, with transference into reading outcomes in KS2 for our disadvantaged pupils	Phonics screening data shows that an increased % of disadvantaged pupils meet the expected standard by the end of Year 2. KS2 reading outcomes between now and 2028/2029 show that an increased % of disadvantaged pupils meet the expected standard in reading.
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 2028/29 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 2028/2029 show that an increased % of disadvantaged pupils meet the expected standard.
Improved educational outcomes for pupils who are on the SEND register or have additional barriers to learning	SEND and EAL pupils make good progress towards personal targets, and achieve in line with their full potential
To achieve and sustain improved wellbeing, including a sense of agency and belonging for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing, agency and belonging demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations a highly inclusive educational environment due to increased staff knowledge and understanding of strategies to support pupils with a range of needs within the classroom

To improve the attendance and tardiness of PPG pupils so that it is in line with non PPG peers	Attendance of PPG pupils is in line with attendance figures for non PPG pupils, with all pupils attend at figures above national averages
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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: **TOTAL £22,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle Phonics Scheme implemented and fully resourced into KS2, to include responsive leadership monitoring</i>	Further developing Little Wandle into Year 2/Year 3 to develop fluency and reading stamina. Evidence in recent years has indicated that this has been a high impact approach with Phonics results improved from 56% to 80% in the last three years. This includes subscriptions, release time for subject leader and CPD for all support staff https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics	1, 2
<i>Training for and implementation of drawing club in Early years to support the acquisition of language</i>	Early Excellence training on high quality interactions in Early Years Drawing club training for staff in EYFS. Since implementation this has led to an increase in the percentage of pupils achieving GLD at the end of reception.	1, 4
<i>Bespoke CPD advice from external specialists to support pupils with PPG who also have SEND needs</i> <i>Cadmus training</i> Engagement in PINS project	Enhanced Psychology to provide bespoke advice for pupils with SEND https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotional-learning CPD for positive handling Advice from Specialist teachers – SEND supported Dedicated SENDco for 2 days per week – to liaise with families and ensure that SEND needs are being met and that evidence based practice is in place, for example by: <ul style="list-style-type: none"> • Creating a positive, inclusive environment: • Building a holistic understanding of pupil needs: • Ensuring access to high-quality teaching • Complementing teaching with targeted interventions 	1, 5

	<ul style="list-style-type: none"> Deploying TAs effectively EEF-Effective-Professional-Development-Guidance-Report.pdf	
<i>Engagement in Origin Maths Hub and associated CPD</i>	Cover costs UPS teacher to lead on maths and ensure effective CPD and responsive monitoring across KS2 https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning EEF-Effective-Professional-Development-Guidance-Report.pdf	1, 3
<i>Subject Leadership release time to develop foundation subjects</i>	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 foundational knowledge</i>	Allocation of Teaching Assistant salary https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions	1, 2, 3, 5

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

Budgeted cost: **TOTAL = £9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics interventions for pupils who require additional phonics	Focussed phonics catch up support for pupils in YR and Y1 and fluency catch up in Y2 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 Y4, Y5, Y6 to close attainment gaps in maths https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions	3
Target reading interventions for pupils who	Catch up interventions based on assessment data across Y5, Y6 and Y2 to close attainment gaps in reading	2

have gaps in reading skill	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions	
Social stories and nurture intervention	Social and emotional support for pupils through a range of specific intervention such as social stories, nurture interventions https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions	5

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, in particular those on the SEND register</i>	Kick mentoring – raising self esteem, developing aspiration, supporting emotional regulation and sense of belonging https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning	1, 6
<i>Providing bespoke wellbeing & educational support for vulnerable pupils who are at risk, including working closely with families</i>	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning Working with Parents to Support Children's Learning EEF	1, 5, 6
<i>Access to a broad range of pupil leadership opportunities and opportunities to enhance cultural capital</i>	Lead teacher for personal development to coordinate Access for all pupils to broaden cultural capital through trips, visits and wider opportunities All PPG children to be able to take on a leadership role in school and participate in events outside of school Participation in CWSSP – Platinum school across 3 years	1, 6
<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	1

Wider Opportunities funded for pupils eligible for PPG	Class trips/visitors across school Music lessons for pupils across the year https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	1,3, 6

Total budgeted cost: £47,751

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024 2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 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.
- 80% of pupils in Y1 achieved phonics, with the remaining pupils 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.
- 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 supporting SEMH needs developed further due to bespoke CPD support from Educational Psychology Services and SEND CPD for both SENDCo and staff.
- 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