Pupil premium strategy statement

Longshaw Community Junior School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	59% Current – 67% September 2026
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2024/2025 to 2026/2027
Date this statement was published	January 2024
Date on which it will be reviewed	Annually
Statement authorised by	Jonathan Berry
Pupil premium lead	Jonathan Berry
Governor / Trustee lead	Coleen Leaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,070
Pupil premium funding carried forward from previous years	£0

Total budget for this academic year	£308,070

Part A: Pupil premium strategy plan

Statement of intent

At Longshaw Junior School, we have a proven track record of effectively allocating our Pupil Premium funding to ensure the academic gap is narrowed for the most disadvantaged pupils. Although we understand what works best for our pupils, we are also keen to understand and implement the latest research to ensure the impact we achieve is the greatest we can accomplish for our children.

Whenever we make decisions about the use of our Pupil Premium funding, we always consider the current context of the school and the subsequent challenges we have faced over the academic year. These conclusions assist us in shaping our strategic thinking. We utilise research from the EEF's thinking on pupil premium allocation and have used a number of their conclusions to best support decisions around the usefulness of different strategies which are good value for money.

We firmly believe this mantra bodes well in our ambition to ensure we strive for equity and excellence for our most disadvantaged pupils. We conclude that common barriers to learning for disadvantaged children can be: less support at home, lower aspirations, passiveness, poor language acquisition and communication skills, a lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues.

There may also be complex family situations or vulnerability that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At Longshaw Junior School, every child is treated as an individual and no stone is left unturned to ensure our motto of 'Success for all – nothing less!' is achieved for all children.

Through an inspiring curriculum that is tailored to our children. We aspire to ensure our children are ready for the next phase on their journey. Our overarching aim is to ensure our children become well-adjusted citizens who are able to contribute effectively to their communities.

Regardless of the deprivation our children face, we are fiercely ambitious for them both socially and academically. Our school acts as a hub of ambition to bring the best out in our pupils.

We are passionate about ensuring the most disadvantaged are equipped with the skillset and cultural capital they need to succeed and indeed thrive in the modern Britain. Given that a significant proportion of our children are in receipt of PP funding, we are able to strategically allocate our funding in such a way that all pupils benefit in various ways.

Our ultimate objectives are:

- To continue to narrow the attainment gap, with a view to eliminating it, between disadvantaged and non-disadvantaged pupils.

- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

- Ensuring that teaching and learning opportunities are ambitious and meet the needs of all the pupils including all those with SEN

- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

- When making provision for socially disadvantaged pupils, we recognise that pupils who are not in receipt of free school meals may also be socially disadvantaged

- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Current figures detail that 59% (January 25) of children are deemed disadvantaged. We believe this is a conservative estimate given the high levels of social deprivation in the area.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

- Ensuring all teaching is high quality ensuring children know more and remember more over time.

- Improving opportunities for high quality effective teaching resulting in accelerated progress for our children

- Targeted support for children before and after school. Academically able children will also be provided with this opportunity from senior teaching staff

- Employing additional staff and a learning mentor to deliver targeted programs of support

- All our work through the pupil premium will be aimed at accelerating progress, with an ambition to move children to at least age-related expectations and beyond.

- Resources are to be used to target able pupil premium children to exceed Age Related Expectations

- Additional learning support from skilled S.S.As.

- Support payments for activities, educational visits and residentials.

- Behaviour support and well-being support

Challenges

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

Challenge number	Detail of challenge
1	Behaviour for learning – children are at times passive and need to engage more within in the learning process
2	Motivation of learners - A significant proportion of our children need a tailored curriculum that is specific and meaningful to them.
3	Aspiration of learners – Many of our children have lower aspirations due to social factors beyond their control.
4	A high proportion of children have SEN which is significantly above the national average at 28%. Vulnerable SEN learners do not make the progress we would like to see without significant support.
5	A significant proportion of our children require mental health / wellbeing support on an ongoing basis
6	Language acquisition is an ongoing challenge, with many children having limited vocabulary upon entry
7	Aspiration for academically able pupil premium children – more children need to reach their maximum potential.
8	Growing numbers of children are joining the school with no English or limited English at best. Currently 1 in 5 children are E.A.L. This is a significant increase in recent years.
9	Tackling poor attendance is a top priority for us. Despite the strenuous efforts noted in our previous inspection report, a small group of children are persistent absentees. Figures indicate a trend in attendance that is below the national average over recent years. In order to target this area we will further enhance our approaches to tackling low attendance by meaningful parental engagement and school based initiatives to motivate children and families further.

10	Limited support from parents who experience difficulties in English and Mathematics
11	We have seen a marked rise in safeguarding/wellbeing issues for children and their families which inevitably impacts upon learning
12	Low aspiration due to lack of educational/ meaningful social experiences away from school. In short, a lack of cultural capital.
13	High social deprivation provides challenges that inevitably lead to limited aspiration both socially and academically.
14	Many pupil premium children do not participate in the wider opportunities that many of their non-disadvantaged counterparts experience. This consequently limits their life experience and cultural capital, impacting their personal development over time.
15	Maintaining meaningful communication with parents which enables them to support their child's learning at home

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly 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/summative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that the gap in attainment is narrowed between PP and non-PP children
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that the gap in attainment is narrowed between PP and non-PP children
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a zero tolerance to bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap

Our disadvantaged pupils.	between disadvantaged pupils and their non-disadvantaged peers being reduced • The percentage of all pupils who are persistently absent being below 16% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
Improved attitudes to learning	To continue to promote our school values and positive choices through everything we say and do at Longshaw. This will be monitored through a number of measures included our school Trackit Lights system / monitoring and evaluation procedures.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £76,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist UPS teachers appointed to work within Year 3 cohort and the Year 4 to ensure children make rapid and accelerated progress in order to catch up and keep with their peers.	EEF + (+4 months additional progress over the academic year) Targeted group intervention from highly skilled members of staff who have a high level of expertise and a proven track record in moving children on in their learning at Longshaw Juniors.	1,2,3,4,5,6,7,8,10,11,12,13,14,15
All teaching staff to access whole school CPD, mentoring and coaching with a view to establishing more outstanding teaching across the board	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure.	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15
Purchase of a DfE validated Systematic Synthetic Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of	1,2,3,4,6,7,8,10,12,13,15

programme to secure stronger phonics teaching for all pupils. Little Wandle	word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	
To invest in the 'Thinking Schools Programme' over the next three years.	Over recent years we have established that our children (in particularly those entitled the Pupil Premium funding) are passive and need to engage more in the learning process more actively in order to reach their maximum potential. Over the coming three years, we will be investing in the 'Thinking Schools' programme which will establish Longshaw Junior School as an establishment committed to metacognition with a view to enabling children to know more and remember more about the ambitious curriculum they experience everyday.	1,2,3,4,6,7,8,9,10,12,13,14,15
To ensure children who attained G.D.S at Key Stage One are carefully tracked, monitored and provided with ongoing challenge to ensure they reach their maximum potential	We have seen a trend that indicates a proportion of higher attaining pupil premium children do not reach the greater depth standard at the end of Key Stage 2. In order to address this issue, children will be tracked regularly at pupil progress meetings. Planning must indicate the provision these children will receive. All staff will be trained on meeting the needs of academically able pupils. In addition, tailored resources and additional tutoring will be made available to ensure these pupils are given the very best chance of success. Furthermore, targeted support will be provided for vulnerable learners from our well-being team to ensure they develop their self-esteem, confidence and self belief. Pupil coaching sessions will also be provided regularly to ensure children are guided effectively.	1,2,3,5,6,7,11,11,12,13,14,15
To ensure all classroom based staff are trained in the teaching of phonics and fluency	We are committed to ensuring our children in the lower juniors catch up in phonics to ensure they can access age related texts and become fluent readers before they leave us.	1,2,3,4,6,7,8,10,12,15

To provide dedicated subject release time	Ensure teaching staff have dedicated time to monitor and evaluate their subjects to ensure children are making good progress leading to improved knowledge acquisition. Subject leads to provide CPD and coaching to colleagues	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15

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

Budgeted cost:£24,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a skilled mentor to deliver a targeted programme of keep up and catch in Years 3,4,5,6.	EEF (+4 months additional progress over the academic year) Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2,3,4,6,7,8,10,12,13,14,15
Additional phonics/fluency sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through support and collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1,2,3,4,6,7,8,10,12,13,14,15
Provide tuition for children who have fallen the furthest behind	EEF guidance – TAs to add value Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. We aim to establish that	1,2,3,4,6,7,8,10,12,13,14,15

	TAs understand: Concepts, facts, information being taught Skills to be learned, applied, practised or extended Intended learning outcomes Expected/required feedback.	

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

Budgeted cost: £207,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and enhancing behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	1,2,3,5,7,9, 11,13,14,15
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5,9,15
Continued funding of an Attendance Officer	Improved attendance of vulnerable pupils AO to work with vulnerable families. Evidence over recent years suggests attendance improves when an attendance officer is on site working with families directly.	5,9,15
Continued funding for a Senior Safeguarding Lead /Wellbeing manager. School and Family workers, Elsa Support workers, a bereavement counsellor and a Wellbeing Mentor	Development of excellent working relationships between school and disadvantaged families. A significant proportion of our children and families value this support which undoubtedly impacts upon the children's personal, social and academic outcomes. Our well-being team will continue to work with disadvantaged children to ensure the children get the very best support possible. This will impact upon their attendance, behaviour and academic outcomes.	3,4,5,7,9,10 ,11,12,13,1 4,15

Targeted resources for children with very little or no English when they join the school.	This is our fastest growing group of children. Many of these children are entitled to Pupil Premium. We firmly believe the best support we can offer is language acquisition in order to access the curriculum on offer	1,2,3,4,6,8
Investment in laptops + iPads to ensure more children have access to online platforms to support their learning.	We are constantly looking to invest in technology in order for children to become much more self-led in their learning over time in our most recent Ofsted report it was advised that: 'teachers plan lessons that provide more opportunities for pupils to think, learn and work independently.'	1,2,3,4,6,7, 8
To purchase practical mathematics resources which develop conceptual awareness and number sense.	Our maths curriculum follows a concrete, pictorial, abstract approach. We are constantly investing in practical mathematics equipment to ensure children grasp the key principles of mathematics before on to formal methods.	1,2,3,4,6,7, 8,10,14,15
To employ part time sports coaches to support before school (Breakfast Club) lunchtimes and after school.	Professional sports coaches to run multi-skills sessions before/after school and at lunchtimes in order to keep children focused and engaged.	1,2,3,5,9,11 ,15
To ensure good attendance from vulnerable groups by offering a heavily subsidised Breakfast Club and an Early Birds Club for the most vulnerable children	Breakfast club is promoted and open to all children everyday. Children who attend regularly are happy, motivated and ready to learn. On average, attendance is higher for all children who attend Breakfast Club on a regular basis. In addition to our Breakfast Club, we also offer an Early Birds provision which includes a free breakfast and well-being support from our wellbeing mentor. All children will receive a breakfast regardless of whether they attend breakfast club. Free fruit for all throughout the day.	1,2,5,9,10, 11
Enhanced outdoor learning environment / curriculum for targeted children. Playgrounds / School garden / opportunities for outdoor learning	Many of our learners respond well to practical approaches to learning and can be switched on by using these methods. By offering a tailored approach to learning.	1,2,5,13,14

To provide Forest School provision to dovetail alongside our school curriculum	We have utilised a Forest School provision for over 10 years and have seen first-hand the impact it has upon on our children. Our provider ensures they focus on our school values in order to develop approaches that can be transferred into the classroom and beyond.	1,2,5,13,14
To further develop the wildlife area into an allotment site.	Targeted children (high profile behaviour/disadvantaged, mental health and vulnerable) who take part develop more enthusiasm about school and thoroughly enjoy working as a team lunchtime / after school sessions. Experience tells us attendance this specific group increases along with their motivation towards school life. School values underpin the entire project.	1,2,3,5,9,11
Visiting artists, authors, historians, subject experts and poets to support, inspire, engage and motivate children.	Reluctant writers continue to gain a great deal from our poets' visits. Reluctant boys are inspired to write poems which are displayed and celebrated throughout school and via online class pages. The artists visits are incredibly useful for children and staff, leading to C.P.D in drawing and sketching which resulted in high quality art teaching for the children	1,2,3,4,5,6, 7,8,9,10,11, 12,13,14,15
To further develop effective communication with our families through the texting service. Booking service for Parents' Evenings. Other school events	The vast majority of our parents and carers communicate use their mobile phone to engage with school. Feedback from parents suggests this is a popular means of communication and one we will continue to use.	15
To subside after school clubs and trips to ensure all learners can access rich and diverse experiences away from the classroom	Many of our children would struggle to access trips, visits and after school provision due to financial restrictions. We will endeavour to ensure this is not a barrier to our children's experience whilst at Longshaw. The vast majority of our clubs are heavily subsidised or indeed entirely funded to ensure the most disadvantaged are not excluded from any of the provision we offer. Furthermore, our variety of activities will further extended to appeal to more learners with a view to encouraging further participation.	1,2,4,5,10, 13, 15

Working with our cluster partners to develop the curriculum (English Hub, Maths Hub, connected experts / consultants)	Through targeted skill-building/ knowledge acquisition. Children's grasp essential concept to improve academically. This results in higher test scores and more importantly the ability to make progress in their lessons. This approach will also continue to be embedded in reading and writing.	1,2
To fully establish a curriculum that inspires motivates and engages our learners to ensure they reach their maximum potential.	Experience tells us our children hit a ceiling academically due to a lack of life experience outside of school. Our curriculum will be specifically tailored to meet the needs of our children by bringing much of the outside world in. This will be achieved through wow experiences, visitors and effective use of school grounds. In addition, a great deal of time and emphasis will be place upon subject leaders ensuring lessons are intrinsically motivating for all pupils. This will be achieved by regular subject release time giving staff the opportunity to think critically about intent, implementation and impact over time. Particular focus will be placed upon curriculum provided to academically able pupils to ensure they reach their maximum potential	1,2,3,5,6,7, 12,13, 14,15
To further establish reading provision across the school	Many of our children come from language poor homes which is evident in the children's vocabulary. We are committed to placing reading at the heart of our curriculum and will invest heavily in this area over the coming years. As a school we are passionate about all our children leaving junior school as fluent, avid readers who have a love of reading.	1,2,3,5,6,7, 12,13, 14,15
To develop the role of the subject leader	Over recent years much of our focus has been on improving our children's aptitude in reading, writing and mathematics. As we move into this next phase of school development, we are determined to raise standards across the board in all areas, mirroring that of what we see in the core subjects. We are committed to ensuring children receive first class provision. A great deal of time and	1,2,3,4,5,6, 7,8,9,10,12, 14,15

	investment will be placed upon this area over the next three years.	
To deploy a maths specialist to work with the lowest attainers to ensure rapid catch up	Our numbers count programme has been very successful over recent years with many children making rapid and accelerated progress. We will continue with this approach.	1,2,3,4,6,8
To provide workshops for parents in Mathematics and English to establish subject knowledge and approaches to support the learning process.	Many of our parents lack the confidence to support their child's learning at home. Through targeted support and resource packs parents and carers will feel better equipped to support and guide their child through the process.	10.15

Total budgeted cost: £308,070

Part B: Review of the previous academic year

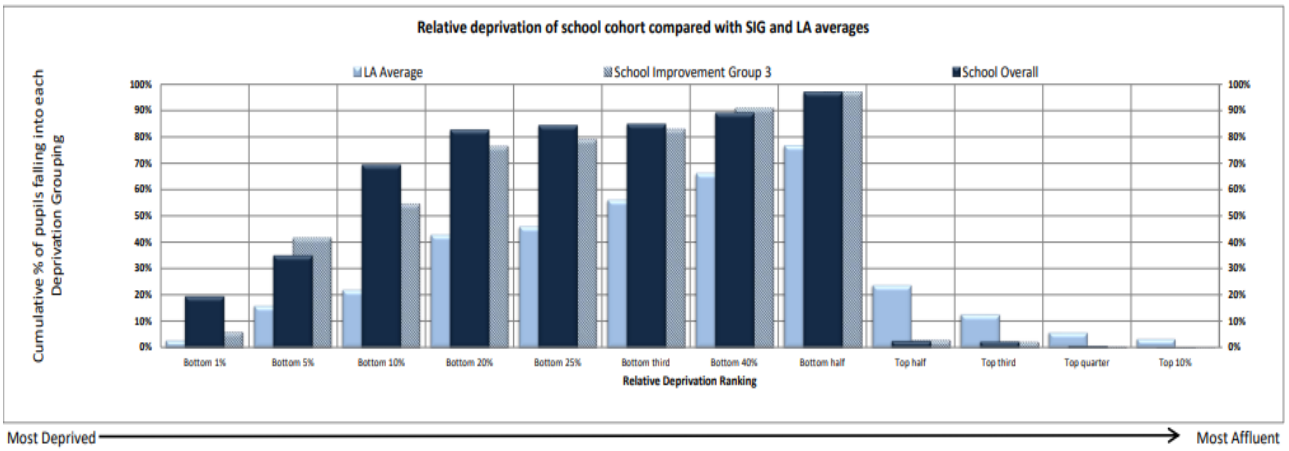
Outcomes for disadvantaged pupils 2023 - 2024

Context:

Whilst our PP context is high, it is worth noting the level of deprivation our children and families face. Given the outcomes for PP children at Longshaw. It is clear to see the impact of our strategic vision has for them given their starting points.

Analysis of deprivation based on IDACI (Index of Deprivation affecting Children) & School Census January 2024

DfE Number: **2007** **Longshaw Community Junior School**



Most Deprived → Most Affluent

	Bottom 1%	Bottom 5%	Bottom 10%	Bottom 20%	Bottom 25%	Bottom third	Bottom 40%	Bottom half	Top half	Top third	Top quarter	Top 10%
Reception	-	-	-	-	-	-	-	-	-	-	-	-
Year 1	-	-	-	-	-	-	-	-	-	-	-	-
Year 2	-	-	-	-	-	-	-	-	-	-	-	-
Year 3	20%	33%	68%	82%	85%	85%	90%	97%	3%	3%	2%	1%
Year 4	20%	37%	73%	81%	83%	83%	88%	98%	2%	2%	0%	0%
Year 5	16%	35%	69%	85%	85%	85%	90%	97%	3%	2%	0%	0%
Year 6	23%	36%	68%	83%	84%	87%	90%	98%	2%	2%	1%	0%
School Overall	20%	35%	70%	83%	85%	85%	89%	97%	3%	3%	1%	0%
School Improvement Group 3	6%	42%	55%	76%	79%	83%	91%	97%	3%	2%	1%	0%
LA Average	3%	16%	22%	43%	46%	56%	66%	76%	24%	13%	6%	3%

The figures above tell you the percentage of pupils in your school (Reception - Year 6) living in areas ranked according to levels of deprivation, compared with the average for your School Improvement Group and the Local Authority as a whole. For instance, in the LA as a whole, 46% of primary age pupils live in areas classified as being in the bottom 20% nationally for deprivation.

Overview:

This last academic year, we have seen excellent outcomes for our disadvantaged children when compared against national comparisons. This Year 6 cohort had very high pupil premium allocation with 70% of children being entitled to the Pupil Premium Grant.

Given the high proportion of funding allocated to this group, we feel it is important to provide a number of measures to fully appreciate how this cohort narrowed the gap and many cases outperformed other pupils both locally and nationally.

Many of our families narrowly miss out on PP funding, consequently, we also target those children using our PP funding. Following this approach, our academic outcomes for all children are better than the national average in most cases and should be considered contextually within the reporting of any academic outcomes.

To follow is an overview of both subsets of data PP/Non PP. Green highlighting represents excellent outcomes, yellow denotes good progress made towards the standard, red represents less favourable outcomes.

Reading:

73% of PP children reached the expected standard. Nationally, 74% of all other pupils reached the expected standard. (better than national PP averages)

Writing:

69% of PP children reached the expected standard. Nationally, 72% of all other pupils reached the expected standard. (better than national PP averages)

Mathematics:

86% of PP children reached the expected standard. Nationally, 73% of all other pupils reached the expected standard. (better than national PP averages)

All pupils at L.C.J.S. - Reading Writing and Mathematics 64% (better than the national average)

PP pupils at L.C.J.S – Reading Writing and Mathematics 64% (better than national PP average)

R.W.M. Nationally all pupils – 61%
R.W.**M Longshaw all pupils** – 73% (12% gap)

R.W.M Nationally non-disadvantaged pupils – 67% (6% gap) (better than national average of PP VS NPP). In addition

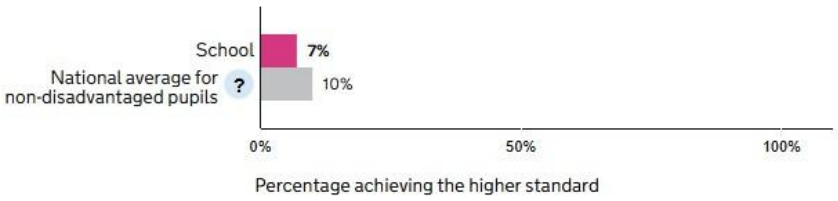
Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 55 View as table

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 55 View as table



Like for like measures:

Within this statement, we have provided how our PP children compare to other / NPP children combined. These measures are clearly positive and confirm that our strategic use of our PP grant is indeed effective.

It is also worth considering how our children performed against other disadvantaged pupils locally and nationally at the end of KS2. In addition to their non-pupil premium counterparts.

The results below indicate a very strong pattern of Longshaw children outperforming their PP counterparts nationally. In addition, this strong pattern correlates across all available measures.

Whilst there is a gap in our writing and our combined measures with NPP children. We can demonstrate that we are closing the gap at a quicker rate than other schools nationally.

Further details are available here:

https://ffteducationdatalab.org.uk/2024/09/the-disadvantage-gap-at-key-stage-2-in-2024/

Table 1 shows PP comparison

Subject	Longshaw PP	National PP	Difference
Reading	73%	64%	+9%
Writing	69%	60%	+9%
Mathematics	86%	61%	+25%
R.W.M Combined	64%	47%	+17%

Table 2 shows Longshaw PP vs NPP nationally

Subject	Longshaw PP	National NPP	Difference
Reading	73%	80%	-7%
Writing	69%	79%	-10%
Mathematics	86%	81%	+ 5%
R.W.M Combined	64%	67%	-3%

Attendance continues to be an ongoing challenge for us. We have revised our policies and procedures which has had a good impact to date. Children are engaged in our attendance passport strategy and are keen to take ownership of their own attendance.

Staff discuss attendance figures with their pupils and praise good and improving attendance. Our current figures are in line with national average. We are part of a local authority attendance pilot which has had a positive impact with our families whose children are persistently absent.

Children continue to be engaged, motivated and well behaved through the school's tried and tested strategies. A great deal of focus has been placed on meta-cognition and provided a broad and balanced curriculum with a wide range of extended school activities that take place before, during and after school.

We are confident that the deal we have put forward will continue to encourage excellent attendance over time.

Our targeted strategies impact over time:

1 **Behaviour for learning – children are at times passive and need to engage more within in the learning process**

Through targeted support using meta cognitive strategies, children are more involved in their learning. This is particularly evident for SEN children who are able to access the curriculum. Through regular book scrutiny, child conferencing, pupil progress meetings and learning walks. We are confident that passive learners are engaging more in their learning resulting in more independence and confidence in their abilities.

2 **Motivation of learners - A significant proportion of our children need a tailored curriculum that is specific and meaningful to them.**

A full overhaul of the curriculum has been carried out. Teachers and leaders have through forensically about what children need to know and at what point. This approach children and their teachers are crystal clear on what learning needs to take place through a substantive and disciplinary approach to the curriculum. Children are motivated by this as the key points in learning are established at given points throughout the key stage.

3 **Aspiration of learners – Many of our children have low aspiration due to social factors beyond their control.**

Many of our children come from disadvantaged backgrounds. Whilst this factor is a variable that we must consider, it does not hinder our ambition for them. Our teachers are fiercely ambitious for our children regardless of their starting point in life. Our end of KS2 results demonstrate our impact to date

4 A high proportion of children have SEN which is significantly above the national average at 28%. Vulnerable SEN learners do not make the progress we would like to see without significant support.

A great deal of training has been provided to our staff in order to embed adaptive teaching approaches. We are part of S.I.G. training package provided by L.C.C. that continues to focus on effective adaptive teaching approaches. As a result more SEN children are able to access the curriculum with their peers.

5 A significant proportion of our children require mental health / wellbeing support on an ongoing basis

The work that goes on from our wellbeing team is first-class. Children and families are identified and supported both in house and through sign posting to a variety of external agencies. This has resulted in children being able to thrive at school

6 Language acquisition is an ongoing challenge, with many children having limited vocabulary upon entry

Training form the Bell Foundation has been carried out ensuring teachers are at the cutting edge of E.A.L. support. We firmly believe reading acquisition is the key to academic success. Upon entry to school, children are assessed and placed on our phonics programme (Little Wandle) receiving tailored E.A.L. support. This has resulted in accelerated progress for the vast majority of children

7 Aspiration for academically able pupil premium children – more children need to reach their maximum potential.

This has been a big focus for us over the recent academic year. Our GDS scores have improved significantly as a result. Last academic year (23-24) we saw our GDS scores in line with the national average for the first time in the school's history. GDS tutoring groups played a big part in this achievement

8 Growing numbers of children are joining the school with no English or limited English at best. Currently 1 in 5 children are E.A.L. This is a significant increase in recent years.

Tailored programmes of support have alleviated the risk of this group not falling behind. By the end of KS2 EAL children achieve great things which is evident in their KS2 outcomes.

9 Tackling poor attendance is a top priority for us. Despite the strenuous efforts noted in our previous inspection report, a small group of children are persistent absentees. Figures indicate a trend in attendance that is below the national average over recent years. In order to target this area we will further enhance our approaches to tackling low attendance by meaningful parental engagement and school based initiatives to motivate children further.

The school is relentless in its approach to raise standards of good attendance. Currently the school sits around the national average for primary schools. PA has been dramatically cut by 12%. The strategic approach for attendance has been forensic in its approach to ensure all children are tracked and monitored closely.

10 Limited support from parents who experience difficulties in English and Mathematics

Translators in school assist parents who have difficulties supporting their children's learning at home. Parents Evenings, workshops and online support have addressed this issue effectively.

11 We have seen a marked rise in safeguarding/wellbeing issues for children and their families which inevitably impacts upon learning

Post pandemic, the wellbeing and safeguarding needs of our children and families have increased. Our pupil premium funding has ensured we can employ an expert team to support families

12 Low aspiration due to lack of educational/ meaningful social experiences away from school. In short, a lack of cultural capital.

Our trips, visits and visitors to school are carefully mapped out to inspire and engage children. We are committed to bring the outside world to Longshaw as many of our children do not leave Blackburn. We heavily subsidise (and in many cases do not charge) for these opportunities through PP to ensure they are fully accessible to all learners

13 High social deprivation provides challenges that inevitably lead to limited aspiration both socially and academically.

Through an inspirational curriculum that is underpinned by an aspirational commitment to personal development children feel empowered to thrive. The end of Key Stage 2 outcomes are one measure we can use. However, the best way in our view is to gather feedback from children, monitor their books, carry out rigorous monitoring and talk with their teachers. All these measures return a positive outlook to the future.

14 Many pupil premium children do not participate in the wider opportunities that many of their non-disadvantaged counterparts experience. This consequently limits their life experience and cultural capital, impacting their personal development over time.

We heavily subsidise our wrap around care provision to ensure all children have the opportunity to access it. Our vision is to ensure all PP children experience a club where they can develop themselves personally during their time at Longshaw.

15 Maintaining meaningful communication with parents which enables them to support their child's learning at home

We have incredibly positive working relationships with our parents. We utilise a variety of ways to establish effective communication. There is a constant presence before and after school from SLT / Teachers who are always available to discuss concerns or queries. We also utilise our text and email service. Social media opportunities have also raised the school's profile over the years. Our SENCO meets with parents regularly and our Class Dojo platform has been well received by parents and carers.

Externally provided programmes

Programme	Provider
Play Therapy	Charlotte Lambert
Speech and language	Speech Street (Becki Lavelle)
Forest school	Emma Lynch
Sportscool	Sportscool
Judo	Joe Burns
Gymnastics	Catherine Crewe
Computing /Coding Club	Dalya Al-Nassery
DT Robotics	Lego Robotics
Artist	Hugh Templeton
Willow Artist	Caroline Gregson
DJ sports coaches	Dave Pilkington
Subject experts (Historians, Geographers, poets etc)	Various external providers

Part B: Review of the previous academic year

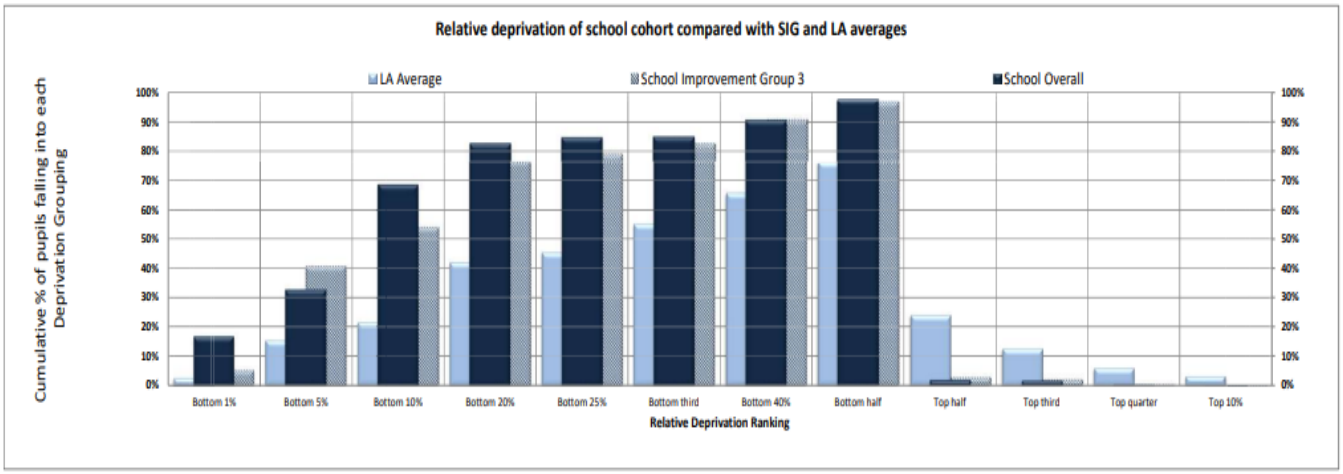
Outcomes for disadvantaged pupils 2024 - 2025

Context:

Whilst our PP context is high, it is worth noting the level of deprivation our children and families face regardless of whether they are in receipt of PP. Given the outcomes for PP children and those who narrowly miss out. It is clear to see the impact of our strategic vision has for our children given their starting points demographically.

Analysis of deprivation based on IDACI (Index of Deprivation affecting Children) & School Census January 2025

DfE Number: **2007** **Longshaw Community Junior School**



Most Deprived → Most Affluent

	Bottom 1%	Bottom 5%	Bottom 10%	Bottom 20%	Bottom 25%	Bottom third	Bottom 40%	Bottom half	Top half	Top third	Top quarter	Top 10%
Reception	-	-	-	-	-	-	-	-	-	-	-	-
Year 1	-	-	-	-	-	-	-	-	-	-	-	-
Year 2	-	-	-	-	-	-	-	-	-	-	-	-
Year 3	18%	30%	70%	85%	85%	85%	90%	97%	3%	3%	2%	1%
Year 4	18%	33%	66%	82%	87%	87%	92%	99%	1%	1%	0%	0%
Year 5	18%	34%	68%	79%	81%	82%	89%	98%	2%	2%	0%	0%
Year 6	15%	35%	69%	87%	88%	88%	92%	98%	2%	1%	0%	0%
School Overall	17%	33%	68%	83%	85%	85%	91%	98%	2%	2%	1%	0%
School Improvement Group 3	5%	41%	54%	76%	79%	83%	91%	97%	3%	2%	1%	0%
LA Average	3%	16%	22%	42%	45%	55%	65%	76%	24%	13%	6%	3%

The figures above tell you the percentage of pupils in your school (Reception - Year 6) living in areas ranked according to levels of deprivation, compared with the average for your School Improvement Group and the Local Authority as a whole. For instance, in the LA as a whole, 42% of primary age pupils live in areas classified as being in the bottom 20% nationally for deprivation.

Overview:

This last academic year, we have seen excellent outcomes for our disadvantaged children when compared against national comparisons. This Year 6 cohort had very high pupil premium allocation with 71% of children being entitled to the Pupil Premium Grant.

Given the high proportion of funding allocated to this group, we feel it is important to provide a number of measures to fully appreciate how this cohort narrowed the gap and many cases outperformed other pupils both locally and nationally.

Many of our families narrowly miss out on PP funding, consequently, we also target those children using our PP funding. Following this approach, our academic outcomes for all children are better than the national average in most cases and should be considered contextually within the reporting of any academic outcomes.

Disadvantaged pupils' performance gap

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	68%	-6 pp
2024/25	61%	69%	-8 pp
2023/24	64%	67%	-4 pp
2022/23	61%	66%	-5 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	80%	-4 pp
2024/25	76%	81%	-5 pp
2023/24	78%	80%	-2 pp
2022/23	72%	78%	-6 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	78%	-7 pp
2024/25	67%	78%	-11 pp
2023/24	69%	78%	-9 pp
2022/23	76%	77%	-1 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	80%	-2 pp
2024/25	78%	81%	-2 pp
2023/24	85%	79%	6 pp
2022/23	69%	79%	-11 pp

Like for like measures:

Within this statement, we have provided how our PP children compare to other / NPP children combined. These measures are clearly positive in terms of national averages and confirm that our strategic use of our PP grant is indeed effective.

It is also worth considering how our children performed against other disadvantaged pupils nationally at the end of KS2. In addition to their non-pupil premium counterparts (see following table).

The results below indicate a very strong pattern of Longshaw children outperforming their PP counterparts locally and nationally. In addition, this strong pattern correlates across all available measures for a sustained period.

Whilst there is a gap in our writing and our combined measures with NPP children. We can demonstrate that we are closing the gap at a quicker rate than other schools nationally.

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	46%	Above
2024/25	61%	47%	Above
2023/24	64%	46%	Above
2022/23	61%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	62%	Above
2024/25	76%	63%	Above
2023/24	78%	62%	Above
2022/23	72%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	59%	Above
2024/25	67%	59%	Close to average
2023/24	69%	58%	Close to average
2022/23	76%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	60%	Above
2024/25	78%	61%	Above
2023/24	85%	59%	Above
2022/23	69%	59%	Close to average

All pupils performance for context:

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standard in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	61%	Above
2024/25	67%	62%	Close to average
2023/24	73%	61%	Above
2022/23	68%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Close to average
2024/25	77%	75%	Close to average
2023/24	83%	74%	Above
2022/23	76%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25	72%	72%	Close to average
2023/24	78%	72%	Close to average
2022/23	78%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	73%	Above
2024/25	78%	74%	Close to average
2023/24	89%	73%	Above
2022/23	75%	73%	Close to average

Attendance continues to be an ongoing challenge for us. We have revised our policies and procedures which has had a good impact to date. Children are engaged in our attendance passport strategy and are keen to take ownership of their own attendance. The local authority carried out and attendance audit to rate our policies and procedures. This was graded as excellent.

Staff discuss attendance figures with their pupils and praise good and improving attendance. Our current figures are in line with national average. We are part of a local authority attendance pilot which has had a positive impact with our families whose children are persistently absent.

Children continue to be engaged, motivated and well behaved through the school's tried and tested strategies. A great deal of focus has been placed on meta-cognition and provided a broad and balanced curriculum with a wide range of extended school activities that take place before, during and after school.

We are confident that the deal we have put forward will continue to encourage excellent attendance over time.

Our targeted strategies impact over time:

1 **Behaviour for learning – children are at times passive and need to engage more within in the learning process**

Through targeted support using meta cognitive strategies, children are more involved in their learning. This is particularly evident for SEN children who are able to access the curriculum. Through regular book scrutiny, child conferencing, pupil progress meetings and learning walks. We are confident that passive learners are engaging more in their learning resulting in more independence and confidence in their abilities (2023-2024)

We continue to develop children's abilities to be self-led and develop independence in their own learning. A great deal of emphasis has been placed on adaptive teaching approaches which are becoming embedded across the school. Coupled with meta-cognitive strategies this is having a good impact over time (2024-2025)

2 **Motivation of learners - A significant proportion of our children need a tailored curriculum that is specific and meaningful to them.**

A full overhaul of the curriculum has been carried out. Teachers and leaders have through forensically about what children need to know and at what point. This approach children and their teachers are crystal clear on what learning needs to take place through a substantive and disciplinary approach to the curriculum. Children are motivated by this as the key points in learning are established at given points throughout the key stage. (2023-2024)

The curriculum is best described as succinct and ambitious. Feedback from staff and children indicates the correct amount of challenge is now established resulting in a curriculum that drives children to know more and remember more over time. (2024-2025)

3 Aspiration of learners – Many of our children have low aspiration due to social factors beyond their control.

Many of our children come from disadvantaged backgrounds. Whilst this factor is a variable that we must consider, it does not hinder our ambition for them. Our teachers are fiercely ambitious for our children regardless of their starting point in life. Our end of KS2 results demonstrate our impact to date. (2023-2024)

Trips, visits, visitors, an ambitious curriculum are all underpinned with an ambition for all mantra. Children do well academically but are provided with opportunities to see what life could bring in the future through meaningful opportunities and experiences (2024-2025)

4 A high proportion of children have SEN which is significantly above the national average at 28%. Vulnerable SEN learners do not make the progress we would like to see without significant support.

A great deal of training has been provided to our staff in order to embed adaptive teaching approaches. We are part of S.I.G. training package provided by L.C.C. that continues to focus on effective adaptive teaching approaches. As a result more SEN children are able to access the curriculum with their peers (2023-2024)

C.P.D. training continued throughout the academic year both in house and from the local authority. Adaptive teaching is becoming embedded whilst intervention groups are tailored to need to ensure children keep up and catch up. Tailored curriculum plans are in place for children with up to two years learning delay. A great deal of emphasis is placed of acquisition of foundational knowledge. (2024-2025)

5 A significant proportion of our children require mental health / wellbeing support on an ongoing basis

The work that goes on from our wellbeing team is first-class. Children and families are identified and supported both in house and through sign posting to a variety of external agencies.This has resulted in children being able to thrive at school (2023-2024)

A key strength within our pupil premium spend is the work carried out by our safeguarding/wellbeing team. This was confirmed during our latest audit which returned a glowing report of the standards of provision seen by the local authority (2024-2025)

6 Language acquisition is an ongoing challenge, with many children having limited vocabulary upon entry

Training form the Bell Foundation has been carried out ensuring teachers are at the cutting edge of E.A.L. support. We firmly believe reading acquisition is the key to academic success. Upon entry to school, children are assessed and placed on our phonics programme (Little Wandle) receiving tailored E.A.L. support. This has resulted in accelerated progress for the vast majority of children.

We have now incorporated Flash Academy and Little Wandle into our curriculum. We forensically track language acquisition to ensure EAL children are picking up reading skills quicker and are able to converse confidently over time (2024-2025)

7 Aspiration for academically able pupil premium children – more children need to reach their maximum potential.

This has been a big focus for us over the recent academic year. Our GDS scores have improved significantly as a result. Last academic year (23-24) we saw our GDS scores in line with the national average for the first time in the school's history. GDS tutoring groups played a big part in this achievement (2023-24)

This past academic year has seen a slight decline in our GDS scores but still well above the new leadership team's starting point of 1% in 2022-2023. Our projection for a three year average is 7%. This will remain a continued focus on our school development plan. Those projected to reach GDS are systematically tracked throughout school with tailored pitch incorporated into their deal at school (2024-2025)

8 Growing numbers of children are joining the school with no English or limited English at best. Currently 1 in 5 children are E.A.L. This is a significant increase in recent years.

Tailored programmes of support have alleviated the risk of this group not falling behind. By the end of KS2 EAL children achieve great things which is evident in their KS2 outcomes (2023-2024).

We have now incorporated Flash Academy and Little Wandle into our curriculum. We forensically track language acquisition to ensure EAL children are picking up reading skills quicker and are able to converse confidently (2024-2025)

9 Tackling poor attendance is a top priority for us. Despite the strenuous efforts noted in our previous inspection report, a small group of children are persistent absentees. Figures indicate a trend in attendance that is below the national average over recent years. In order to target this area we will further enhance our approaches to tackling low attendance by meaningful parental engagement and school based initiatives to motivate children further.

The school is relentless in its approach to raise standards of good attendance. Currently the school sits around the national average for primary schools. PA has been dramatically cut by 12%. The strategic approach for attendance has been forensic in its approach to ensure all children are tracked and monitored closely (2023-2024)

We continue to place attendance front and centre of our ethos. All stakeholders are fully aware of the importance of good attendance which has resulted in improved picture we is sustained over time. Persistence absence continues to decline and we are rated highly in our contextual attendance group complied by the D.F.E. (2024-2025)

10 Limited support from parents who experience difficulties in English and Mathematics

Translators in school assist parents who have difficulties supporting their children's learning at home. Parents Evenings, workshops and online support have addressed this issue effectively (2023-2024)

We continue to support our families through translation in school and drawing on expertise from the local authority and external providers. We use Flash Academy to translate work sent home. Feedback from parents has been resoundingly positive (2024-2025)

11 We have seen a marked rise in safeguarding/wellbeing issues for children and their families which inevitably impacts upon learning

Post pandemic, the wellbeing and safeguarding needs of our children and families have increased. Our pupil premium funding has ensured we can employ an expert team to support families (2023-2024)
The level of need continues to grow which has resulted in our team's workload increasing over the academic year. The team continue to provide first-class provision to ensure children and families are supported effectively (2024-2025)

12 Low aspiration due to lack of educational/ meaningful social experiences away from school. In short, a lack of cultural capital.

Our trips, visits and visitors to school are carefully mapped out to inspire and engage children. We are committed to bring the outside world to Longshaw as many of our children do not leave Blackburn. We heavily subsidise (and in many cases do not charge) for these opportunities through PP to ensure they are fully accessible to all learners (2023-2024)

Given our high level of depravation, our personal development/ cultural capital offer is constantly under review to ensure children are provided with a high quality package. Trips, visits and visitors are all of high quality. Feedback we receive from the children and parents reflects this notion. (2024-2025)

13 High social deprivation provides challenges that inevitably lead to limited aspiration both socially and academically.

Through an inspirational curriculum that is underpinned by an aspirational commitment to personal development children feel empowered to thrive. The end of Key Stage 2 outcomes are one measure we can use. However, the best way in our view is to gather feedback from children, monitor their books and to talk with their teachers. All these measures return a positive outlook to the future. (2023-2024)

Our curriculum is now becoming embedded. We firmly believe that children know more and remember more of the curriculum they have been taught. Through skillful planning, subject leaders have established substantive and disciplinary skills that act as golden thread through each syllabus. This approach ensures children reach the required milestones and are secure in their understanding. Dovetailed aside this approach is a first-class wellbeing offer that is provided as soon as our children join our Longshaw family of schools (2024-2025)

14 **Many pupil premium children do not participate in the wider opportunities that many of their non-disadvantaged counterparts experience. This consequently limits their life experience and cultural capital, impacting their personal development over time.**

We heavily subsidise our wrap around care provision to ensure all children have the opportunity to access it. Our vision is to ensure all PP children experience a club where they can develop themselves personally during their time at Longshaw (2023-2024)

Clubs continue to be heavily subsidised with an established wrap around model. Not only do we offer a wide array of clubs, we also work alongside our colleagues at the Infants to provide a dedicated after school provision for working parents. Engagement is up and more children experience the high quality provision on offer (2024-2025)

15 **Maintaining meaningful communication with parents which enables them to support their child's learning at home**

We have incredibly positive working relationships with our parents. We utilise a variety of ways to establish effective communication. There is a constant presence before and after school from SLT / Teachers who are always available to discuss concerns or queries. We also utilise our text and email service. Social media opportunities have also raised the school's profile over the years. Our SENCO meets with parents regularly and our Class Dojo platform has been well received by parents and carers. (2023-2024)

Parental relationships continue to be a strength of the school. Regular updates on behavior and attitudes are provided weekly. The text service continues to work well. A front of house approach is well established with the Headteacher and Deputy Headteacher on the school gates daily. Teaching staff are readily available to parents and carers, working hard to establish productive relationships. (2024-2025)

Further information (optional)

The vast majority of our approaches to pupil premium spend are tried and tested, resulting in outstanding outcomes for children over time. We are acutely aware that many of our children are behind academically when they join us, nonetheless, we are determined to ensure they are on track and keeping up with their peers as soon as possible.

We have opted to plan an approach over the next three years that fundamentally establishes our aim to ensure disadvantaged groups achieve well, with a view to eradicating the gap over time. In recent years we have been able to demonstrate our allocated expenditure was having an excellent impact for our pupil premium children. With this in mind, we have opted to stick with strategies that work and continue to enhance them.

We have a strategic vision to raise standards for PP children that has resulted in excellent outcomes both socially and academically.

At Longshaw Junior School we embrace our mantra of 'Success for all, nothing less!' Success can be experienced in numerous ways whether it be personal, social or academic. We firmly believe that when pupils experience success it breeds success.

Through careful deployment of our pupil premium spend we have demonstrated the difference this funding continues to have upon on children's lives. As we continue to emerge from the pandemic we continue search for excellence and are passionate about the outcomes for our children.

We firmly believe we should keep what works and further enhance it over time. We never stick with interventions that don't have the desired impact and intervene swiftly to avoid any progress slippage over time.

As we move into this next stage on our school's journey, our commitment to closing the gap for the most disadvantaged is our top priority. Through a carefully thought out strategy, delivered by skilled professionals, we are confident that we can provide a unique deal for our pupil premium children that champions personal development and academic success over time.

We trust the details of our PP report articulate in detail our approaches to our pupil premium allocation and impact. If however you require any further information or details about our Pupil Premium spend do not hesitate to contact the school and ask for Mr. Berry.

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Willow Artist	Caroline Gregson
DJ sports coaches	Dave Pilkington
Subject experts (Historians, Geographers, poets etc)	Various external providers