

Pupil premium strategy statement 2025-26

This statement outlines how our school intends to use PPG and recovery funding to support our disadvantaged pupils for the academic year 25-26. It also reviews how we used the funding from the academic year 2024-25 and the impact it had.

School overview

Detail	Data
School name	Longspee Academy Primary
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	4th September 2026
Date on which it will be reviewed	4 th September 2027
Statement authorised by	Gavin O'Connell
Pupil premium lead	Joseph Wathan
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,480.00
Recovery premium funding allocation this academic year	£0
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	£38,480.00

Part A: Pupil premium strategy plan

Statement of intent

Our primary aim is to raise the attainment and progress of disadvantaged pupils in receipt of the Pupil Premium Grant (PPG), ensuring that their performance is at least comparable to, if not better than, pupils who are not in receipt of PPG. We are committed to narrowing the attainment gap and fostering equitable opportunities for all our pupils to thrive academically, socially, and personally.

Our school community encompasses a large geographic area, with pupils facing diverse and complex challenges that impact their academic, cognitive, personal, and social development. These include socio-economic disadvantages, language barriers, mobility, and other external factors. In recognition of these challenges, our inclusive and personalised approach ensures that every pupil's unique circumstances are taken into account. We acknowledge that disadvantage often amplifies these challenges, and we are dedicated to providing the necessary support to ensure all pupils have the opportunity to succeed and reach their full potential.

High-quality teaching and learning lie at the heart of our approach to addressing barriers to pupils' learning. We believe that excellent classroom practice is fundamental to overcoming many challenges faced by disadvantaged pupils. To support this, our strategy builds on an already robust personalised curriculum by leveraging the additional flexibility and targeted resources provided by the Pupil Premium Grant. This enables us to offer bespoke interventions and support mechanisms that cater to the specific needs of each child, ensuring that no pupil is left behind in their academic, personal, or social development.

Our approach is rooted in evidence-based practice and informed by thorough assessments, observations, and collaboration. We work closely as a team—including teachers, support staff, and senior leaders—and engage with external professionals to ensure a holistic understanding of each pupil's needs. Regular monitoring and data analysis enable us to identify trends, measure the impact of interventions, and adapt our provision as required.

Given the dynamic nature of our school cohort, including high levels of mobility, our strategy is reviewed annually. This ensures that it remains flexible and responsive to the evolving needs of our pupils. By maintaining a cycle of reflection and adaptation, we can continue to provide targeted support that empowers disadvantaged pupils to overcome barriers, achieve their goals, and grow into confident, resilient individuals.

Through these efforts, we are steadfast in our mission to create an environment where all pupils, regardless of their starting point, can succeed and thrive.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils may have delayed language and vocabulary skills (speaking, listening, reading and writing skills), which can also lead to poor social communication.
2	They are typically working below aged related expectations upon entry in Maths. This can vary significantly depending on additional factors.
3	They often require additional support developing social skills. Access to opportunities to develop these may have been delayed due to personal circumstances or through poor educational experience at a previous setting.
4	They can display with additional mental health and wellbeing challenges, including safeguarding, socio-economic factors and low self-esteem
5	Their readiness for school may be poor due to previous poor attendance (lack of routine, limited personal development).

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
Ensure pupils achieve personalised targets in Reading.	Pupil's achieve their individual age-related expectation target set out at the beginning of the year.
Ensure pupils achieve personalised targets in Writing.	Pupil's achieve their individual age-related expectation target set out at the beginning of the year.
Ensure pupils achieve personalised targets in Numeracy.	Pupil's achieve their individual age-related expectation target set out at the beginning of the year.
Address barriers that may affect a pupil's ability to access learning and the wider curriculum	Pupils personally develop behaviour and welfare targets. Pupils to also achieve outcomes set out in their EHCP plan.
Further develop social skills, gaining confidence and self-esteem that supports their future development.	Successful participation in Personal Development/Motional lessons and through achievement of EHC plan termly outcomes.

Reduce occurrences of poor mental health by increasing therapeutic offer	Successful participation in therapy interventions (eg. Art, music therapy)
Increase opportunities for broader learning opportunities focusing on personal, social and cultural development	Active participation in enrichment, school visitor sessions and trips.

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and intervention training for teachers (Read Write Inc.)	Supporting teachers with high quality teaching and learning professional development	1
Purchase additional Read, Write, Inc resources.	Supporting high quality teaching and Reading guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England (June 2020)	1
White Rose Maths Jigsaw CPD Package	Supporting teachers with high quality teaching and learning professional development	2
Purchase of maths manipulatives and White Rose premium subscription.	Supporting high quality teaching and Mathematics guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England (June 2020)	2
Purchase of additional baseline assessment tools including CAT4.	Ensuring a robust baseline upon entry and monitoring of this will allow for earlier identification of personalisation requirements and supports closing the gap more swiftly.	1, 2, 3, 5
Purchase of Speech and Language Therapist hours	Based on assessments and EHCP targets pupils need increased intervention to help remove barriers to learning.	1, 3, 4, 5

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

Budgeted cost: £1515

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read Write Inc</i>	Improve engagement in reading and phonics and targeted intervention	1, 5
<i>Times Table Rock Stars</i>	Improve engagement in maths and targeted intervention	2, 5
<i>Speech and Language Link</i>	Identified through baseline assessments and EHCP targets.	1, 2, 5
<i>Mathletics</i>	Improve engagement in maths and targeted intervention	2, 5

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

Budgeted cost: £24,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance and attitudes to learning	Improved pupil attendance year-on-year.	1, 2, 3, 4, 5
Increase opportunities for broader learning opportunities focusing on personal, social and cultural development	Active participation in Community Learning, school visitor sessions and trips	1, 2, 3, 4, 5
Increase access to technology and learning opportunities, with a focus on life-long safety	Participation and progress in PHSE and computing lessons, increase of home learning completion	1, 2, 3, 4, 5
Staff training to promote the effective use of Motional, Zones of Regulation, PACE and wellbeing initiatives	Based on observations and analysis over the pandemic.	3, 4, 5

Purchase of sensory equipment and training	Observation and OT recommendations have identified the need for a wider range of sensory and therapeutic input to support emerging need.	3, 4, 5
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The Pupil Premium Grant (PPG) had a transformative impact on our pupils last year, enabling us to address barriers to learning and foster both academic and personal growth across the school.

1. **Wellbeing and Social Development:** Every pupil in receipt of PPG accessed animal therapy, which played a crucial role in developing their skills in managing wellbeing and social interactions. This initiative provided a safe and nurturing environment for pupils to build confidence, reduce anxiety, and improve focus. Additionally, funding supported access to art therapy, counselling, and sports coaching. These therapeutic and physical activities enhanced pupils' emotional resilience, self-expression, and teamwork abilities, contributing to a well-rounded approach to personal development.
2. **Digital Inclusion and Computing:** PPG funding, supplemented by Department for Education (DfE) grants, allowed us to ensure that every pupil who needed a laptop received one. This was a vital step in closing the digital divide and enabling all pupils to engage fully with both in-school and remote learning. To maximize the impact of this initiative, additional Computing lessons were introduced, enhancing pupils' digital literacy and equipping them with essential technological skills for the future.
3. **Targeted Interventions and Staff Development:** The funding enabled additional staff time to be dedicated to delivering targeted interventions tailored to pupils' individual needs. These interventions addressed both academic challenges and social-emotional development. Furthermore, staff were trained in the PACE (Playfulness, Acceptance, Curiosity, and Empathy) approach and the Zones of Regulation framework. This upskilling empowered staff to better support pupils in regulating their emotions, improving their engagement with learning, and fostering a positive classroom environment.
4. **Literacy and Academic Progress:** The Read, Write Inc. reading scheme continued to be a cornerstone of our literacy development strategy, supported by ongoing professional development for staff. This investment yielded tangible results, with 68% of pupils making progress in their Reading Assessments by Autumn 2025. The success of this programme highlights the importance of consistent, high-quality teaching and the role of targeted interventions in improving literacy outcomes.

These initiatives reflect our commitment to providing comprehensive support for disadvantaged pupils, addressing both their academic and personal development needs. The flexibility of PPG funding has allowed us to adapt our approach to meet the unique challenges faced by our pupils, ensuring that every child has the opportunity to succeed.

Externally provided programmes

Provider
Motional
Team Teach
AFCB Football coaching
PH Sports coaching
Art Therapy
Listening Ear Counselling