



# Pupil premium strategy statement

## School overview

Metric	Data
School name	Longney CE Primary Academy
Pupils in school	92
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£16, 140
Academic year or years covered by statement	2021 - 2022
Publish date	December 2021
Review date	September 2022
Statement authorised by	Penny Howard, Headteacher/Pupil Premium lead
Governor lead	Mr Keith Rog

## Disadvantaged pupil progress scores for last academic year (July 2019 – 3 pupils)

Measure	2019 (1 pupil)
Reading	3.36
Writing	1.47
Maths	7.53

## Disadvantaged pupil performance overview for last academic year

Measure	Score (3 pupils)
Meeting expected standard at KS2	66%
Achieving high standard at KS2 (English)	

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (93% ARE)	July 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (69% ARE)	July 22

Progress in Mathematics	Achieve national average KS2 Mathematics progress score in KS2 maths (77%)	July 22
Phonics	91%	June 22
Other	To continue to work on raising attendance	July 22

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Teaching for mastery in maths will be embedded across all classes. This will be monitored through regular monitoring including external observation, work scrutiny and pupil progress meetings.
Priority 2	Ensure phonics intervention supports early reading: a wide range of texts and resources are used to enable pupils to develop reading and language skills.
Barriers to learning these priorities address	Ensure all staff used evidence based interventions to ensure pupils are confident in lessons and able to access curriculum e.g. through pre teaching.
Projected spending	£12 990

### Wider strategies for current academic year

Measure	Activity
Priority 1	Teachers and teaching assistants supported through CPD to support pupils who struggle to self-regulate and who have emotional barriers to learning.
Priority 2	To ensure school counsellor and nurture group lead has capacity to work with these pupils individually or in small group.
Barriers to learning these priorities address	Pupils who find it difficult to self-regulate or have social and emotional difficulties are supported to build resilience and be ready to learn.
Projected spending	<b>£1500</b>

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Pupils low self-confidence and gaps in learning.	Pre and post teaching intervention to build confidence and knowledge to enable access to age related expectations.
Targeted support	Ensure all staff are trained and confident to deliver evidence based	Training for staff and quality resources

	interventions including phonics training.	
Wider strategies	Time to ensure targeted, quality pastoral support is in place.	School counsellor employed 1 day a week with focus on these pupils.
	Ensure pupils have equal access to extra-curricular opportunities	Funding for residential, music lessons, etc.

### Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Pupils continue to make progress across subjects. However, due to lockdown situation and shielding, intervention opportunities were limited.
Progress in Mathematics	
Phonics	Year 2 91.7% - no PP pupils