

Pupil premium strategy statement – Long Lane Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	23
Proportion (%) of pupil premium eligible pupils	4.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2027/28
Date this statement was published	December 2025
Date this statement was updated	04/11/2025
Date on which it will be reviewed	31/12/2026
Statement authorised by	Teresa Bosley
Pupil premium lead	Teresa Bosley
Governor / Trustee lead	Claire Shardlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1515
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£1515

Part A: Pupil premium strategy plan

Statement of intent

At Long Lane Church of England Primary School, 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.

Our vision starts with a quote from the Bible *“Let the little children come to me, and stop keeping them away, because the kingdom from heaven belongs to people like these.”* (Matthew 19 v14). Linked to this are our Christian values of courage, thankfulness, friendship, compassion, perseverance, honesty and forgiveness. This underpins our vision that all children are welcomed and valued in our school community. We support all our children to achieve their potential so that they are ready for the next stage of their journey in education.

Therefore, the focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential irrespective of any challenges they face. The activity we have outlined in this statement is also intended to support the needs of pupils, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to individual needs and common challenges, rooted in robust diagnostic assessment. To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

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 generally have greater difficulties with reading than their peers. Attainment in reading for our disadvantaged pupils is below that of peers and not in line with their FFT target.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Attainment in reading for our disadvantaged pupils is below that of peers and not in line with their FFT target.

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 reading attainment among disadvantaged pupils.	Internal reading outcomes improve over time and indicate that interventions are closing the gap between assessment results and FFT targets.
Improved writing attainment among disadvantaged pupils.	Internal writing outcomes improve over time and indicate that interventions are closing the gap between assessment results and FFT targets.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £1215.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Taught comprehension strategies in year group and individual reading.	Accelerated Reader ensures children read texts of an appropriate level. Staff use 'Reading Practice Sessions' to explicitly teach children the skills needed for reading comprehension. Reading comprehension strategies EEF	1
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition EEF Small group tuition EEF	1, 2

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

Budgeted cost: £300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2

Total budgeted cost: £1515

Part B: Review of the academic year – 2023 to 2024

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments.

In reading, the data demonstrated that disadvantaged pupils made accelerated progress in reading moving from working below the expected standard to working at the expected standard. Consequently, the gap in attainment has closed. In writing disadvantaged pupils continue to work towards the expected standard. This gap has not closed and needs to be a focus for the academic year 2024 to 2025 when writing is on our School Development Plan.

Based on all the information above, the performance of our disadvantaged pupils met expectations in reading but did not meet expectations in writing. At present we are part way on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that strategies to improve writing were less effective. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Part B: Review of the academic year – 2024 to 2025

Outcomes for disadvantaged pupils

Overall Outcomes

Good progress	Average progress	Minimal progress
Due to pupil numbers, to measure the gap in attainment we look at average scaled scores for July 2024 to July 2025, for pupils eligible for pupil premium funding and all other pupils. Between July 2024 and July 2025, the progress of our disadvantaged pupils has led to the gap in attainment in reading and writing closing over the academic year 2024/25. In 2024/25 attainment for pupils eligible for pupil premium funding is above that of all other pupils in maths. We need to continue to close the gap to ensure pupils achieve the expected level.		

Targeted academic support

Good progress	Average progress	Minimal progress
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There is evidence that pupils receiving additional support through targeted interventions have made additional progress in reading and writing as evidenced in the closing gap in scaled scores. This progress needs to be accelerated so that pupils achieve the expected standard.

Wider strategies

Good progress	Average progress	Minimal progress
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The contingency funding allows us to ensure pupils access wider opportunities available in school, including access to trips which help develop their cultural capital.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance