

Pupil premium strategy statement – Long Crendon 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	225
Proportion (%) of pupil premium eligible pupils	4.89%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 - 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gareth Owens
Pupil premium lead	Gareth Owens
Governor lead	Karen Pinel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,450
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£15,450

Part A: Pupil premium strategy plan

Statement of intent

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, including progress for those who are already higher attaining.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, 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 both proactive and responsive: proactive in identifying preventative measures to close the disadvantage gap, and responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they 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	2022/2023 statutory assessment data for Key Stage 2 indicated that disadvantaged pupils made less progress in writing than non-disadvantaged pupils, and that fewer disadvantaged children achieved the expected standard than non-disadvantaged.
2	2022/2023 statutory assessment data for Key Stage 2 indicated that disadvantaged pupils made less progress in maths than non-disadvantaged pupils, and that fewer disadvantaged children achieved the expected standard than non-disadvantaged.
3	National studies suggest that disadvantaged children were disproportionately affected by the effects of the COVID-19 pandemic. In our school, we have identified that this appears to have affected both academically and pastorally.
4	Internal data for the 2024/2025 academic year shows that a lower proportion of disadvantaged children achieve the expected standard in writing and reading than non-disadvantaged children. Additionally, a lower proportion of disadvantaged children achieved greater depth in reading.
5	National studies and observations at school level, including conversations with parents, show that disadvantaged children cannot access all aspects of the broader offer of school life, such as residentials, trips or events without support.
6	At the end of the 2024/25 academic year, disadvantaged pupils' attendance was, on average, 3.5% below non-disadvantaged pupils. Further to this, 30.8% of disadvantaged children's attendance dropped below 90% to persistent absence, compared with 4.2% of non-disadvantaged children. These numbers are exaggerated by the difference in group sizes and a small number of known cases have, but this still highlights a potential challenge.
7	The Key Stage 2 assessments, Phonics Screening Check, EYFSP and Multiplication Tables Check were each taken by a statistically insignificant number of disadvantaged children, making the individual analysis of any of these to be problematic. However, when looking at these assessments collectively, disadvantaged pupils underperformed in comparison with their non-disadvantaged peers.

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
To diminish the difference between disadvantaged pupils and non-disadvantaged pupils at the expected standard in reading, writing and maths.	Reduce difference in attainment between disadvantaged and non-disadvantaged pupils to within 15% in reading, writing and maths. (each disadvantaged child is 14.5% of the population).
To diminish the difference between disadvantaged pupils and non-disadvantaged pupils at greater depth in reading, writing and maths.	Reduce difference in attainment between disadvantaged and non-disadvantaged pupils to within 15% in reading, writing and maths. (each disadvantaged child is 14.5% of the population).
Promote positive pastoral support and wellbeing across the school community, particularly for those children who are disadvantaged.	Appointment of a pastoral support officer Targeted interventions to support the specific needs of disadvantaged children. Systems in place to ensure pastoral and wellbeing needs are identified and addressed quickly and effectively.
To ensure that disadvantaged children have access to the same level of cultural capital and personal development opportunities as non-disadvantaged children	A range of low- or no-cost experiences in place across children's school life. Disadvantaged families able to access funding to engage with clubs, trips and residential to ensure equitable access. Representation of disadvantaged children on school council, eco committee, wellbeing committee, JRSOs and house captains.

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: £450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Headteacher to attend Bucks Challenge meetings and events to train on the leadership of disadvantaged challenge	The Bucks Challenge is a programme aimed at reducing the gap between disadvantaged and non-disadvantaged pupils in Buckinghamshire. Through a series of 8 training sessions and liaison groups, the programme aims to upskill those responsible for pupil premium and, by extension, improve the provision for disadvantaged children across the school.	1-7
English leads to review reading and writing curricula to ensure that there are no barriers to disadvantaged children achieving in this subject, and ensure that the necessary support to address disadvantage is in place	Disadvantage can be a barrier to curriculum access, for example if children cannot understand references which exist outside of their frame of reference. In order to reduce the impact of this, the English lead will review the content of the English curriculum to ensure that such barriers are not present.	4, 7

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Move one teaching assistant out of class for three afternoons per week to support with maths across Key Stage 2, focusing particularly on disadvantaged pupils.	Maths data shows that this is one of our lower performing areas for disadvantaged children, so the provision of a member of staff each afternoon will allow for targeted interventions. Teachers will identify potential children for this and the teaching assistant will support and update on progress.	1, 2, 4, 7

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

Budgeted cost: £11,500

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint a Pastoral Support Officer to primarily work with disadvantaged children and families, supporting the wider school community where possible.</p>	<p>Children's wellbeing and pastoral care is a basic right. By appointing a PSO, we are able to increase the level of support offered to all children with attendance (including EBSNA), wellbeing, behaviour and general pastoral care of our children. The PSO will primarily work with our disadvantaged children and the support offered will be tailored to their specific need.</p>	<p>3, 6</p>
<p>Provide opportunities for disadvantaged children to access wider opportunities, such as residential, trips and clubs through subsidisation.</p>	<p>Disadvantaged children, by the nature of this classification, are more likely to have difficulty affording activities where a cost is involved. As such, we will use some of our pupil premium funding to subsidise or fully pay for opportunities such as clubs and trips, to ensure that our disadvantaged pupils have access to the same cultural capital as our non-disadvantaged pupils. We will also use these funds to provide disadvantaged children with access to additional pastoral support from external agencies, such as music therapy sessions through XYZ Academy.</p>	<p>3, 5</p>

Total budgeted cost: £15,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The primary initiative in 2024/25 was the appointment of a Pastoral Support Officer (PSO) on a 0.5 basis, who has since taken responsibility for pastoral support, wellbeing, nurture and joined the safeguarding team as a Deputy Safeguarding Lead (DSL). In the Deputy DSL role, the PSO has taken particular responsibility for the cause for concern level of incident and incidents regarding mental health.

In maths, disadvantaged pupils' attainment is broadly in line with non-disadvantaged pupils, at both the expected standard and at greater depth. This is reflected in PE. Other than these areas, there is a noticeable difference between disadvantaged and non-disadvantaged attainment..

Internal data shows that, by the end of 2024/25, 8% of disadvantaged children had achieved greater depth in reading, writing and maths compared to 11% of non-disadvantaged children, showing that the gap is considerably narrower than previous assessments indicated. However, the reading, writing, maths combined attainment gap at the expected standard has grown from 2023/24, with 31% of disadvantaged children compared with 72% of non-disadvantaged children.

As a result of the above, the 2024/25 focus on pastoral now needs to be shared with academic. This does not necessarily require the additional allocation of funds, as the reduction of PSO support could have serious pastoral implications for children, particularly regarding safeguarding.

Externally provided programmes

Programme	Provider
Music therapy	XYZ Music Academy
Dyslexia support	Jo Souter
Access to sports clubs	Various providers in school
Educational Psychologist	Dr Malia

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- Creating a quality first teaching culture within the school.
- Embedding the Long Crendon Curriculum, including the Long Crendon Approach to Implementation to create high quality, consistent learning opportunities
- Promoting British values, school values and growth mindset to enable children to succeed in modern Britain
- Offering nurture groups for children based on an assessment of where this will have the greatest impact.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the previous strategy, as well as any issues identified at a whole school or group level. Using this, we were able to structure this strategy in such a way that it was able to respond to the needs of our disadvantaged children.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the [EEF's implementation guidance](#) and [The EEF Guide to the Pupil Premium](#) to help us develop our strategy, and we will continue to use it through the implementation of activities. We will regularly review our strategy over the duration of our three-year approach and will adjust our plan over time in order to ensure the most significant impact for our disadvantaged children. The whole school has a focus on improving the Quality of Education and there are high expectations of all pupils. Adaptation will be made as deemed necessary but there is no ceiling for what any child wants to achieve.