

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Luddenham Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	29% (58)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 2024/2025 2025/2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Claire Vincett
Pupil premium lead	Claire Vincett
Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	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	£84,040

Part A: Pupil premium strategy plan

Statement of intent

Whilst intended to address those in receipt of PPG, our objectives are also aimed at those that may appear or become vulnerable for wider reasons.

Understanding our school and its diverse context is essential when recognising what the school needs for its children. Research conducted by the EEF (Education Endowment Fund) has been used when making decision regarding different strategies.

High-quality teaching, assessment with a broad and balance knowledge-based curriculum is at the centre of our plan as well as our school development plan, with a focus on areas disadvantaged pupils require most support and the needs of all pupils. This is proven to have the greatest impact on closing the gap and at the same time benefit the non-disadvantaged pupils in our school. Our outcomes detailed below are identified to help sustain pupils' attainment and improve it alongside their peers.

Our responsive approach is to priorities identified through our robust diagnostic systems and not assumptions. We have adopted strategies which aim to complement each other to help children achieve in all aspects of school life.

Objectives for all children, including disadvantaged children:

- To ensure that any differences in learning are addressed appropriately both through Quality First Teaching, appropriate staffing structure and placement and through targeted intervention.
- To ensure that key skills of reading, writing, phonics and speech and language are the core focus for academic success.
- To ensure that children are supported to be ready for learning – through social and emotional support, family support, attendance support.
- To ensure that disadvantaged children's experiences are in line with that of others with no restriction on enrichment or extra-curricular activities

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, learning walks and teaching and learning reviews (TLRS) show that children identified as disadvantaged are sometimes underachieving in comparison to their peers and therefore we aim to narrow the attainment gap across reading, writing and maths, with Writing and the maths the priority in line with our school improvement plan.
2	Our recording system for safeguarding (CPOMs), as well as discussions with our family liaison officer demonstrates that many of our families

	have changing circumstances. These include, financial stress, parents changing jobs, home changes etc. With home life for some of our children being unsettled, this can have a detrimental impact on their ability to focus on their learning and therefore as an end result their attainment and progress. Teachers also discuss in TLRs concerns regarding children in this area and this has shown to be on the increase across school.
3	Internal records (CPOMs), use of Leuven scales, as well as, an increase in concerns raised by parents regarding children's mental health is becoming a growing concern. Many of these show social and emotional barriers preventing children from fully accessing learning.
4	Our attendance data over the last 3 years indicates that attendance among our disadvantaged pupils has been 4-6% lower than the non-disadvantaged pupils. Many of these children also have other needs such as SEND and require constant monitoring and intervention to ensure that absenteeism does not continue to impact on their learning.
5	Our phonics data shows we are in line with national average for passing the check but are keen to sustain it. We continue to prioritise reading at the heart of our curriculum and that if gaps in phonics knowledge as well as the understanding and application of it is not addressed then this can impact on wider aspects of learning and attainment. Children will have issues with reading fluency and comprehension along with spelling and grammatical accuracy when writing.

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	Challenge focus /	End of Yr1	Term 2 Milestone	Term 4 Milestone	End of Yr2 Milestone	Success criteria for the end of 3 rd Year
Attainment in writing for all children has improved	1	Yr1 – 40% Yr 2 – 40% Yr 3 – 20% Yr 4 – 45% Yr5 – 36% Yr 6 – 25%				Our assessments show that attainment in writing has improved for all children and the gap has narrowed between disadvantaged and non-disadvantaged
Attainment in maths for all children has improved	1	Yr 1 – 40% Yr 2 – 30% Yr3 – 40% Yr 4 – 64% Yr 5 – 45% Yr 6 – 13%				Our assessments show that attainment in maths has improved for all children and the gap has narrowed between disadvantaged and non-disadvantaged
Attainment in reading for all children has improved and children in KS1 phonics has continued to improve	1 /5	Yr 1 phonics 80% / 60% Yr 2 – 40%/ GDS 0% Yr3 – 60% Yr4 – 54%/GDS 9% Yr 5 – 64% Yr6 – 38%				Our assessments show that attainment in phonics and reading has improved for all children and the gap has narrowed between disadvantaged and non-disadvantaged

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and those with SEND	4	93.7% compared to 95% whole school Difference 1.3%				Improve and sustain attendance of disadvantaged pupils by focusing on achieving above 95% as currently 93% at the end of last year. To reduce the number of children who are disadvantaged and in the persistent absentee group.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	2/3	Sustained improvements DSL meetings identify that number of children are decreasing				Use of the follow to indicate improved wellbeing of pupils <ul style="list-style-type: none"> - Leuven Scales - TLR meeting notes - Learning walks feedback - Pupil voice/ surveys - Parent surveys

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: £46,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of FLO Family Liaison Officer £15,000	EEF (+4) Involving parents in engagement of Children's learning to improves children's outcomes Parental engagement EEF (educationendowmentfoundation.org.uk)	2 3 4
Emotional Literacy Support Assistance Training £500	EEF (+4) Social and emotional Learning through interventions. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Training for Teaching Assistants - Linked to SIP £500	EEF (+4) Social and emotional Learning through interventions. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1 5
Attendance Officer salary £2,500	EEF (+3) Involving parents in engagement of Children's learning to improves children's outcomes Parental engagement EEF (educationendowmentfoundation.org.uk)	2

Studybugs – monitoring and reporting attendance £1,622	EEF (+3) Involving parents in engagement of Children’s learning to improves children’s outcomes Parental engagement EEF (educationendowmentfoundation.org.uk)	2
Salary of additional TA for vulnerable classes £18,000	EEF (+3) TA focused in Year 5 Allow flexible grouping in Year 5 for more targeted teaching to reduce the gap Small group tuition EEF (educationendowmentfoundation.org.uk) Within class attainment grouping EEF (educationendowmentfoundation.org.uk)	1
Resourcing and training to improve and support the implementation of subjects including phonics, reading, maths and emotional wellbeing to support children becoming more independent £1,500	Phonics and reading resources Phonics EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Maths manipulatives - Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Emotional wellbeing resources to support children in school and families (Emotional toolkit in class) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1 3 5
Training for staff matched to their appraisal and CPD needs and priorities of the SIP £3000	E.g., Subject specific – Curriculum Leadership, Writing in Action, Maths Lead development Effective Professional Development EEF (educationendowmentfoundation.org.uk)	All depending on focus
Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct 1, 2, 3, 4 £3000	Testbase assessments for all with gap analysis Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1 5
Release time to for staff to engage with English Hub actions to ensure continued progress is made towards phonics and sustaining attainment in this area Also, other subject leaders to drive improvements in core areas £1000	Phonics EEF (educationendowmentfoundation.org.uk) English Hub intervention and training to support middle leaders in driving and supporting improvements in phonics and early reading	1

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted learning interventions £5000	Play therapist Infant and Junior language Link Speech Link Phonics resources / Interventions – Phonics approaches have a strong evidence base on accuracy of word reading Phonics EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1 5
Additional TA £18,000	Year 6 - Allow for flexible grouping in a class with high need to help narrow the gap (+4) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1 5

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

Budgeted cost: £ 14,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities for all year groups matched to curriculum as well as to enhance it – accessible for all Anna Outdoors to provide Forest School Provision for Years R to 2 Cost towards the purchasing of our minibus to ensure we keep cost of transport a minimum £11,882	Giving children additional life experiences and embed skills in swimming and gym over a longer time period in a bid for children to fully develop them.	2 3
Continue to sustain lunchtime provision and maintain the training of the team £2,500	All children enjoy lunchtimes and are engaged in health play with others. This in turn improves their wellbeing and a want to be in school.	2 3 5

Total budgeted cost: £84, 040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of strategy 2024-2025

For attainment in writing, we saw an improvement for our vulnerable groups in Years 2,4 and 6 in terms of making the next step with other year groups maintaining their attainment levels. The majority of years have 40% of disadvantaged children meeting age expected level.

In Reading, we have maintained our phonics achievement of 80% and have kept in line national average. The majority of our Year 2 retakes passed.

The attainment of our disadvantaged group in reading is better than writing and maths with between 55 and 65% meeting age expected level.

In maths, the attainment of our disadvantaged group is on average 40%, similar to writing. Our Year 6 cohort significantly struggled with maths and by the end of the year we didn't manage to close enough of the gaps. Moving forward we need to use gap analysis more periodically and robustly to plug these gaps quicker and began towards the end of this year to change our assessment approach away from White Rose to Testbase which is more inline with the KS2 SATs.

Outcomes of KS2 SATs for disadvantaged pupils 2025 – the combined information is below

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	24	17%	46%	Below (sig-)	68%	-51	Not applicable	Not applicable
2025	8	13%	47%	Below (sig-)	69%	-57	Widening	-
2024	10	20%	46%	Below (non-sig)	67%	-47	Narrowing	Low - Stability
2023	6	17%	44%	Below (non-sig)	66%	-50	Not available	Low - Stability

Please note: There are ongoing impacts of the COVID-19 Pandemic, which affected schools, and pupils, differently. Therefore, these results should not be seen without context.

Some of our children have complex circumstances which would have affected their learning during their time at Luddenham. To support this, many of these children worked closely with our FLO and improvements were seen on a wellbeing level from looking the Leuven scales that our class teachers use to track Wellbeing and Involvement. Learning walks shows that the quality of teaching and learning for these children was consistently at least good. Whilst it is clear that the outcomes for these children fell well below the expected level, in house data shows that specific gaps were reduced for these children, but not enough to meet the expected level. Consideration for the fact that this is a small number in this cohort and the comparison of size to national.

Absence/ Attendance – Attendance is an area we track robustly at Luddenham. All were discussed with our School Liaison Officer and PIAS team who confirmed we were making our best attempts to improve.

Attendance has impacted our disadvantaged pupils by not meeting their age expected milestones.

The attendance of our FSM6 children is above national by 0.9%, but our SEND children’s attendance is below national.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	54	93.3%	92.4%	Close to average	Relative decline	-
2023/24 (3 term)	56	93.8%	92.0%	Above	Relative improvement	-
2022/23 (3 term)	47	90.3%	91.6%	Close to average	Relative improvement	-

SEN - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	24	90.7%	92.4%	Below	Relative decline	-
2023/24 (3 term)	20	93.4%	92.1%	Close to average	Relative improvement	-
2022/23 (3 term)	23	89.1%	91.9%	Below	Relative decline	-

KS1 Phonics

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	89	80%	80%	Close to average (non-sig)	Not applicable	Not applicable
2025	30	80%	80%	Close to average (non-sig)	No sig change	-
2024	30	83%	80%	Close to average (non-sig)	No sig change	-
2023	29	76%	79%	Close to average (non-sig)	Not available	-

Please note the context around these children needs to be considered.

Focus for the next year of the strategy needs to be on narrowing the gap in Reading, Writing and Maths for our disadvantaged children and attendance of our SEND/Disadvantaged group. Our assessment approach needs to be more detailed in supporting teaching to know exactly what gaps to focus on.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Play Therapist	Samantha Lewis
Emotional Wellbeing Team Anxiety/ Behaviour at Home	NELFT
Emotional Resilience	TeamTheme
iRock	iRock
Additional Tutoring	Sharon Edwards
Forest School	Anna Outdoors