

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 2025 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	202
Proportion (%) of pupil premium eligible pupils	28.2% (57)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 2023/2024 2024/2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Claire Vincett
Pupil premium lead	Claire Vincett
Trustee lead	Sahil Bhagat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,600 + £7,710
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	£74,310

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.
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 that we have started to dip below national average but have started to close this gap and 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 /	Term 2 Milestone	Term 4 Milestone	End of Yr1 Milestone	Success criteria for the end of 3 rd Year
Attainment in writing for all children has improved	1	Yr1 – 40% Yr 2 – 20% Yr3 -20% Yr4 – 33% Yr5 – 36% Yr6 – 16%	Yr1 – 40% Yr2 – 30% Yr3 – 20% Yr4 – 36% Yr5 – 27% Yr6 – 25%	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 – 80% Yr 2 – 30% Yr3 – 20% Yr 4– 66% Yr 5 – 36% Yr6 – 25%	Yr1 – 60% Yr2 – 40% Yr 3 – 40% Yr 4 – 54% Yr5 – 45% Yr6 – 25%	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	Yr1 – 40% Yr2 – 40% / 10% GDS Yr3 – 60% Yr4 – 58%/ 8% GDS Yr5 – 64% Yr6 – 38%	Yr1 – 80% Yr2 – 40% / 10%GDS Yr3 – 80% Yr4 – 54%/ 9% GDS Yr5 – 64% Yr6 – 25%	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

Greater Depth in Reading Writing and Maths has improved for disadvantaged groups	1	Reading Yr2 GDS 10% Yr 4 8% Rest 0%	Reading GDS Yr2 10%, Yr4 9% Rest 0%	Yr4 GDS 9% RWM Rest 0%	Our assessments show that more children have achieved the greater depth standard in RWM, including those from a disadvantaged groups.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	4	90.59% decreased from 95.05% Complex cases this year linked to mobility	94.06% improved since last term Much closer to whole school average 92.74% was the previous year Difference 1.32%	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	Identified key children through sources mentioned and plans in place	Improvements seen from the majority of children particularly yr4	Sustained improvements DSL meetings identify that number of children are decreasing	Use of the follow to indicate improved wellbeing of pupils - 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: £33,000 **Actual Spend: £39,999.95**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of FLO Family Liaison Officer £12,000 £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
Drawing and Talking intervention and emotional literacy support (FLO – built into her costs)	EEF (+4) Social and emotional Learning through interventions. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Training for Teaching Assistants - Linked to SIP – Metacognition, teaching and learning principles,	EEF (+4) Social and emotional Learning through interventions. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1 5

retrieval practice and early language, PE support £500 £457.50	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
Attendance Officer salary £2,500 £2,500	EEF (+3) Involving parents in engagement of Children's learning to improve children's outcomes Parental engagement EEF (educationendowmentfoundation.org.uk)	2
Salary of additional TA for vulnerable classes £12,000 £17,290.28	EEF (+3) TA focused in Year 4 Allow flexible grouping in Year 4 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 to improve and support the implementation of subjects including phonics, reading, maths and emotional wellbeing to support children becoming more independent £1000 £1147.28	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 £1000 £236	E.g. Subject specific 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 £2923.59	NFER/ White Rose/ GL Assessment / PIRA reading 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 progress is made towards phonics £1000 £445	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: £27,500 **Actual Spend: £22,861**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted learning interventions £5500 £5383	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 £22,000 £17,478	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: £13,810 **Actual Spend: £11,449.05**

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 £7,707.57	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
Expand provision at lunchtime through Opal Play – Use of storage etc to ensure a wider of items are available for use and accessible for all £3,741.48	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: £74, 310

Total actual spend: £74,310

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of strategy 2023-24

FLO has significantly developed her skill set allowing her to deliver a wider range of interventions and support for children. She is an active and vital part in support parents and children with attendance. Our attendance figures continue to improve for all children. Having this role available at key times of the day is crucial such as morning car queue and play and lunchtimes. Our CPOMs record show that in by being available for those times, children feel listen too and often anxieties or worries reduce quickly or many and are managed well.

The employment of a HLTA, who is also a qualified Maths teacher, has ensured that we can provide flexible grouping to our Year 6 children. In house data demonstrated that gaps presented in knowledge and skills were evident following the pandemic disruption, but these were closed which is shown in the attainment data for the cohort. We have continued the employment of the HLTA for this reason as subsequent cohorts are showing similar trends.

We have continued to develop the CPD of our teaching team, who were new in 2022. Teaching and Learning walks, alongside book looks, moderation and a successful Ofsted inspection confirm that the quality of teaching and learning remains good with clear next steps for improvement which will filter into the new SIP.

Luddenham continues to provide support for ensuring children have regular opportunities to swim and use the local gymnastics centre. Access to high quality coaches shows that our children are confident in both these skills and for many, including our vulnerable children have access to local facilities that they may not be able to attend otherwise.






Our targeted inventions last year focused on early reading and phonics. We used precision teaching, support from the English hub and phonics interventions to have a positive impact on the progress of all children involved.

Further 1:1 intervention or small group work have focused on the improvement of emotional wellbeing of some our most vulnerable children including the use of a play therapist for specific children. In house data has shown a reduction of incidents these children are involved in equipping them to deal with various circumstances better. This has now been expanded to involve more children through a resilience workshop where we aim to improve more children's ability to cope in a range of social and emotional circumstances ultimately improving behaviour and readiness to learn. We also used a resilience programme for key classes to help equip children with more tools to deal with incidents independently and without the need for adult support. For most children this has had a positive impact with less incidents being reported during lunchtimes and playtimes.

As a school we use Leuven Scales to track the wellbeing and involvement of our pupils and this helps guide where the support goes from our FLO to our TAs. This data is always used as part of wider context and it showed at the end of last year that those identified at the beginning of the year has made steps

towards improvement related to those areas. The additional input from the emotional wellbeing team practitioner has upskilled staff in terms of recognising anxiety and worries as well as awareness for our children. The EWT have worked with targeted children and their parents to reduce the level of anxiety affecting them within school or to improve behaviour at home.

Outcomes of KS2 SATs for disadvantaged pupils 2024

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	-2.65	-2.11	-5.40
Confidence interval 	-7.7 to 2.4	-7.0 to 2.7	-10.1 to -0.7
Number of disadvantaged pupils	6	6	6
Disadvantaged pupils with adjusted scores	0	0	0
National average for disadvantaged pupils 	Like-for-like  -0.85	Like-for-like  -0.69	Like-for-like  -1.04

Please note: There are ongoing impacts of the COVID-19 Pandemic, which affected schools, and pupils, differently. Therefore these results should not be seen with other 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 below the expected level, in house data shows that gaps were reduced for these children. 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	School			Kent			National		
	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23	2020/21	2021/22	2022/23
% Total Absence	2.6	4.6	5.4	3.8	6.6	6.2	3.6	6.3	5.9
% of Persistent Absence Pupils	4.1	7.7	12.2	9.7	19.1	17.2	8.8	17.7	16.2

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

KS1 Phonics

	2023					2024				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM	All	All	FSM	All	FSM	All
% 32+ - Year 1	73.3	25.0	77	59.4	79	83.3	62.5	78.6	63.2	80.2
Number of Year 2 Retakes	8					8				
% 32+ - Year 2	37.5	25.0	56.5	50.3	58.7	62.5	75.0	52.1	45.3	54.6

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

Strategies from 2023/24 have been adapted for 2024/25 strategy plan to continue to focus on ensuring all children have high quality teaching and interventions that impact on attainment and progress. In house data shows impact for younger years rather than upper key stage 2, but robust monitoring is showing that steps are being made in the right direction.

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