

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2023 to 2024 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	22.1% (44)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Claire Vincett
Pupil premium lead	Claire Vincett
Governor / Trustee lead	Jenna Michigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,020
Recovery premium funding allocation this academic year	£6,960
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	£70,980

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 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. We know and have prioritised 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 Yr2 Milestone	Success criteria for the end of 3 rd Year
Attainment in writing for all children has improved	1	Year R, 1 and 4 shown improvements in attainment Gap across most year groups is 20-60%	In the majority of year groups the gap has reduced % of disadvantaged meeting EXS has increased in EYFS – Yr4 The gap is widest in Yr5/6 (Covid KS1 years)	In line with national in KS1 but focus needed in KS2 as gap is closing but not enough, particularly in Year 6	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	The majority of children attaining EXS is similar to end of previous year	In the majority of year groups the % of disadvantages pupils attaining EXS has risen Year 2 – 6 have all increased their % achieving EXS	The gap between groups is closing except in EYFS/KS1. Year 6 needs to be a focus group this year	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 improved	1 /5	Year 3 there was no difference in the % achieving EXS	Year 1 disadvantaged achieving EXS has risen by 30% reducing the gap Year 1,2 and 6 the gap has reduced. In Year 6 this is by 20%, Year 2 9% and Year 1 18% Year 2-6 there is an increase in those meeting EXS	Phonics has improved and is in line/better than national Lower KS2 need to be a focus to be inline with national but recognised in impact from Ofsted report	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	Improvements seen in Year 4 for RWM PP	Improvements for GDS in Yr3 for RW	For the majority of classes GDS has not impacted our disadvantaged group	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	Current attendance of PP 91.52% and Non PP 95.27% A difference of 3.75%	The difference between disadvantages and Non Dis has reduced to 2.47%	Improved attendance overall on previous year now at 95.37% Different between has reduced to 2.17%	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	Focus within school on calm zones and managing and identifying emotions Whole school focus – in all classrooms	Now have the Emotional Wellbeing Team available to support all children	EWT targeted supported. Improvements seen from children/ parents involved before discharged. Brain buddies also now in place ready to start next year	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: £34,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued employment of FLO Family Liaison Officer £12,000	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) £300	EEF (+4) Social and emotional Learning through interventions. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Training for Teaching Assistants - Linked to SIP – Precision Teaching and phonics interventions £200	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
Salary of HLTA £14,700	EEF (+3) HLTA focused in Year 6 Allow flexible grouping in Year 6 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 £1000	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)	1 3 5

	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Training for staff matched to their appraisal and CPD needs £1000	E.g. Team teach providing PE CPD, 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	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

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

Budgeted cost: £29,408

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted learning interventions £5500	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	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
Emotional resilience workshops Years 3 & 4 £1,908	Targeted support for classes with identified high need and also 33% PP children which once improved will impact on academic progress too (+4) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1 3

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

Budgeted cost: £ 6,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment activities for all year groups matched to curriculum as well as to enhance it – accessible for all including lunchtime resources for Opal</p> <p>Anna Outdoors to provide Forest School Provision for Years R to 2</p>	<p>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.</p>	<p>2 3</p>

Total budgeted cost: £70,980

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact of strategy 2022-23

Continued employment of FLO – Our FLO has impact far beyond the academic markers of our children. For many of our PP children, whilst our FLO was on MAT leave our interim FLO has continued to provide supportive interventions for many of our children, including drawing and talking. She has maintained excellent communication and support for our parents to ensure we do all we can to support our children not only academically but emotionally and socially. Having them available for break and lunchtimes means she provides continued support through constant availability for these children. Parental responses has been very positive with regards to this ongoing support which is why it continues to be included in this year’s strategy.

Attendance at Luddenham has dipped since the pandemic and as a school we want to continue with our robust monitoring to ensure we are doing all we can so our children are here as often as they can. Our close links with the Local Authority School Liaison team has confirmed we are doing all we can to support our parents with improving our attendance. Alongside our FLO, we act swiftly and sensitively to the circumstances surrounding our families.

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 removed the provision of Breakfast and After School as part of the strategy as less of our families were in need of it. It is something we provide outside of the strategy as part of a support package for individual families should the need arise. This has been used on a few occasions and has provided much needed short term support.

A large number of new staff joined the school in 2022, training and resourcing has been of the highest priority to ensure staff are equipped with the appropriate knowledge and skills to support all our children with Quality First Teaching. There has been a noticeable impact through learning walks with the quality of teaching and learning to be at least good for the vast majority of times. We are making noticeable steps and the confidence of staff is evident in staff professional development meetings and teaching and learning reviews. They are seeking clarification and support to constantly improve their practice. The investment in assessment to support these judgements is beginning to provide a more accurate picture of our children’s attainment which is imperative to continue.

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 interventions last year focused on reading. We used the reading doctor who had a positive impact on the progress of all children involved, but the high impact on cost does not match the academic impact for some. For this reason, we have not continued this intervention, but instead focused our school improvement plan on raising the profile and delivery of reading across the school. This has involved developing our systematic synthetic phonics programme as well as improvement of texts across the school throughout Novel Study approach.

Further 1:1 intervention or small group work have focused on the improvement of emotional wellbeing of some of 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.

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 have made steps towards improvement related to those areas.

Outcomes of KS2 SATs for disadvantaged pupils 2023

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	6	13928	468533
Progress score in reading (confidence interval)	-2.7 (-7.7 to 2.4)	0.1	0.4
Progress score in writing (confidence interval)	-2.1 (-7.0 to 2.7)	0.4	0.4
Progress score in maths (confidence interval)	-5.4 (-10.1 to -0.7)	-0.4	0.5
Percentage of pupils meeting the expected standard in reading, writing and maths	17%	67%	66%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	11%	10%
Average score in reading	99	106	106
Average score in maths	95	105	105

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 at 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.

Breakdown	No. of enrolments in the school	Absence					
		Sessions missed due to absence					
		School %	National %	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National %	
All pupils	179	5.6	6.0	29	16.2	17.3	
Male	82	5.6	6.1	10	12.2	17.8	
Female	97	5.6	5.8	19	19.6	16.9	
Ever 6 FSM	47	9.0	8.4	17	36.2	29.7	

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

KS1 Phonics

Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark	
							School	National
							All pupils	29
Male	11	1	2	8	73	76	33	32
Female	18	0	4	14	78	82	33	34
Disadvantaged	4	1	2	1	25	67	28	30

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

Strategies from 2022/23 have been adapted for 2023/24 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
Reading Doctor	Reading Doctor
Play Therapist	Samantha Lewis