

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 overview2

Detail	Data
School name	Luddenham Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	24.62%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Claire Vincett
Pupil premium lead	Claire Vincett
Governor / Trustee lead	Dominic Deeson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	59,255
Recovery premium funding allocation this academic year	6816 School led tutoring 7290
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	73,331

# Part A: Pupil premium strategy plan

## Statement of intent

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

Objectives for disadvantaged children:

- To ensure that any differences in learning are addressed appropriately both through quality first teaching, appropriate staffing structures 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

How we work to achieve those objectives:

- Targeted and focused learning and intervention for literacy, phonics and speech and language across the school
- Staffing structures and grouping of children to support quality first teaching and appropriate intervention
- Providing appropriate training for all members of staff
- Finance for the Family Liaison Officer salary and key training and to all staff so that emotional health and wellbeing is supported across the school for both children and their families

Key Principles of strategy plan:

- Quality First Teaching
- Appropriate resourcing, staffing and staff training
- Targeted teaching and learning with close assessment and tracking
- Social, emotional and well-being support for children and their families
- Provide experiences for all children above and beyond 'just a learning experience' – Outdoor learning
- External services ie – Reading Doctor and training and assessment providers.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading Writing and Maths
2	Family circumstances changing – financial stress, parents changing jobs etc
3	Mental health / social and emotional barriers preventing children from fully accessing learning
4	Mental health / social and emotional barriers of families coping with life after Covid- improving communication with parents
5	Gaps in phonics knowledge and understanding / application – 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	Success criteria
Difference between disadvantaged and non-disadvantaged children's progress and attainment to not be evident	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in Reading Writing and Maths	Achieve national average for greater depth writing
Other	Ensure attendance of disadvantaged pupils is above 96%
Progress and attainment in Reading and Phonics	Achieve national average progress scores in KS2 Reading And Year one Phonics
Improved support for children's wellbeing and parental engagement	Parent and Child survey results

## 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: £54,050

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 <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-eeef">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	2 3 4
Training of FLO / SMHL– Mental health and wellbeing / Mermaids £2,000	EEF (+4) Involving parents in engagement of Children's learning to improves children's outcomes <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-eeef">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	2 3 4
Drawing and Talking training £1,500	EEF (+4) Social and emotional Learning through interventions.	3
Training for Teaching Assistants - interventions for academic and emotional support £800	EEF (+4) Social and emotional Learning through interventions. <a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools-eeef">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	
Attendance Officer salary £2,500	EEF (+3) Involving parents in engagement of Children's learning to improves children's outcomes <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-eeef">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	2
Breakfast Club/After School Club free sessions to support struggling families £3,000	Supporting families getting back to work and helping children and families with emotional and social issues with the transitional times of school <a href="https://www.educationendowmentfoundation.org.uk/extending-school-time-eeef">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	2 4
Salary of HLTA £28,000	EEF (+3) HLTA focused in Year 6 Top set Maths group.	1
Resourcing £1,500	Emotional wellbeing resources to support children in school and families	
Training for staff matched to their appraisal and CPD needs £2000	EEF	
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 £750	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: <a href="https://www.educationendowmentfoundation.org.uk/assessment-and-feedback-eeef">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a>	

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

Budgeted cost: £ 13,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Doctor £12,600	A number of disadvantaged children did not access home learning during Lock downs. Children significantly behind in Reading identified and receiving 1:1 specialist support. Staff received training on Reading Doctor approach and staff are using shared resources to support a greater number of children. <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1
Targeted learning interventions £1,000	Purchase of phonics resources - Specific Synthetic Phonics Programme - Switch on/Speech and lang link/booster groups/ phonics focus/ <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 5

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost covering transport to Swimming and Gym sessions. Swimming each year Year1 to Year 5 Gym each year Year R to Year 5 £2,500	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

**Total budgeted cost: £70,150**