

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 overview

Detail	Data
School name	Ludlow Primary School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	23.0%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-24
Date this statement was published	October 22
Date on which it will be reviewed	October 23
Statement authorised by	Kate Mather
Pupil premium lead	Kate Mather
Governor / Trustee lead	Diana Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,745
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£160,745

Part A: Pupil premium strategy plan

Statement of intent

The principles:

At Ludlow Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We believe that with the correct support all pupils can achieve this, if the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure disadvantaged pupils to reach age related expectations in Y6
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

We will focus on high quality teaching with an individualised approach to addressing barriers to learning and emotional support.

Barriers to learning include:

- Poor attendance
- Poor language and vocabulary and reading which impacts on all areas of the curriculum.
- Learning gaps – Covid, prior experiences
- Parental engagement and adverse childhood experiences

Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will use a range of strategies outlined in the EEF guidance documentation including:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips/visits, residential, first-hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities at lunchtime and beyond the school day
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Previous poor teaching and low expectations in EYFS and KS1. See Ludlow Infant School Ofsted December 2018 and the external Pupil Premium Review by the Rivers Academy (March 2019).
2	Some pupils enter school with poor language and vocabulary skills linked to limited life experiences and access to quality reading books in the home.
3	Low attainment in reading, writing and maths Children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
4	Low attendance and persistent absenteeism of disadvantaged children causing a negative effect on attainment and progress
5	Covid 19 impact on wellbeing. Mental health and medical issues are prevalent among our PP children and their families

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
Improved language and vocabulary and reading skills.	Standards in reading are at national for Y2 and Y6 Standards in phonics are at national for Y1 and Y2
Improved writing attainment and accelerated progress	Standards in writing are at national for Y2 and Y6
Improved maths attainment and accelerated progress	Standards in maths are at national for Y2 Y6

	Standards in Y4 multiplication check are at national Gaps in all other year groups closing
Attendance is good	Overall attendance is in line with all children Attendance is in line with national PA is in line with national
Children's well-being is good	All children have access to additional individual/ family support for their mental health and wellbeing. All children and have their social and emotional needs met. Children can access learning and develop resilience because of interventions.

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: £31,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and reading</p> <p>Daily Read, Write Inc Phonics teaching programme in place across the school in EYFS/KS1</p> <p>CPD and leadership/ teaching support.</p> <p>Allocation of funds for subscriptions (reading and spelling) and high-quality reading texts for EYFS, KS1 and KS2</p>	<p>EEF -Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF – evidence suggests reading comprehension strategies can impact by 6months +</p>	1,2,3
<p>Quality First Teaching and Curriculum development.</p> <p>CPD funds allocated to ongoing training of</p>	<p>Quality teaching at least good every day.</p> <p>CPD has a greater impact on standards than other interventions and solutions.</p>	1,2,3,4

<p>Teachers and Teaching Assistants</p> <p>Curriculum development -Chris Quigley Making it Stick and Writing to Learn</p> <p>Essentials curriculum</p> <p>Talk For Writing</p> <p>Reading, and maths TA CPD</p> <p>Talking Stories</p> <p>RWI phonics</p> <p>Accelerated Reader</p> <p>Development of PSED curriculum and leadership role.</p>	<p>Assessment data internal/ external indicates this is an ongoing area of need.</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	
<p>Development of maths teaching</p> <p>NCTEM Mastering numbers Ks1</p> <p>Sustaining Mastery teaching and leadership</p>	<p>The impact of mastery learning approaches is an additional five-month progress, on average, over the course of a year</p>	1,3

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

Budgeted cost: £50,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher led support</p> <p>Additional experienced teaching staff to support targeted small group teaching in writing and maths in KS2</p>	<p>EEF research shows moderate impact</p>	1,3
<p>Phonics</p> <p>Phonic RWI Intervention for KS2 children</p>	<p>EEF Phonic approaches have been consistently found to support children mastering the basics of reading. (5+ months)</p>	1,3
<p>Reading and maths support</p>	<p>EEF research shows moderate impact</p>	3

Before and after school targeted support in reading, maths across the school using catch up funding lead by experienced staff.	Internal data indicates gaps in learning to be addressed.	
Speech and Language Targeted support for children identified with additional speech and language needs Nuffield Early Language Intervention WellComm: speech and language program	EEF research on one to one and small group provision/ intervention 1:1 tuition can impact by 5+ months EEF one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.	2
Intervention programmes Provide targeted structured interventions 1,2,3 maths, Spelling Bee, Clicker Spelling RWI Padlet Nessy	Step by step approach, filling the gaps in a child's knowledge. Internal data and information show children working below expected have specific gaps in knowledge	1,2,3

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

Budgeted cost: £ 79,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Partnership with EWO Attendance and inclusion team SLA Targeted work with families Well-being lead support	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully EEF- personalised planning is proved to be effective	4

<p>Family support for vulnerable families and children</p> <p>Provided by Wellbeing leads Safeguarding leads SENCo</p>	<p>EEF- social and emotional learning can impact on pupil progress 4+ months DFE guidance following covid</p>	3,4,5
<p>ELSAT Intervention and training and School Counsellor</p>	<p>EEF- social and emotional learning can impact on pupil progress 4+ months</p>	5
<p>Free Breakfast club</p> <p>for Pupil Premium children on each site</p>	<p>NFER research EEF - Breakfast club schools also saw an improvement in pupil behaviour and attendance It ensures pupils are fed and ready to learn Improves attendance, punctuality, wellbeing.</p>	3,4,5
<p>In school homework club</p>	<p>Access to IT equipment All pupils can complete homework tasks and have access to adult support in a quiet learning environment</p>	3
<p>Inclusion funding</p> <p>Financial support for voluntary activities Enrichment/ extra – curricular activities Residential/ Visits Purchasing school uniform, equipment etc.</p>	<p>All children have equal opportunities Research shows that pupils taking part in extra-curricular/ curriculum enhancement activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners Pupils are given opportunities to access activities which will engage and inspire them.</p>	5
<p>Music</p>	<p>Every child has the right to learn an instrument Y3 and Y5 curriculum enhancement</p>	5

Total budgeted cost: £ 161,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Outcomes for 2022 at the end of Ks2 show that in reading writing and maths outcomes are in line with or above national. Data has not been published nationally.

	2022 school expected	2022 unvalidated national	2022 greater depth	2022 unvalidated national
reading	74	74	32.8	28
writing	70	69	12.8	13
mathematics	81.4	71	22.8	22
SPAG	78.5	72	31.4	28
RWM combined	62.8	59	5.17	7

2022 Phonics at the end of Y1 was in line with national.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talk for writing	Pie Corbett
NELI	Nuffield
Welcomm	GL Assessment
Mastery Maths	NCTEM/ White Rose
RWI phonics	Ruth Miskin
1,2,3 maths	1,2,3 learning
Essentials Curriculum	Chris Quigley
Talk Boost	I can

