

# Pupil premium strategy statement Ludlow Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	558
Proportion (%) of pupil premium eligible pupils	35.1%
Academic year/years that our current pupil premium strategy plan covers: (3-year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Simon Watkins
Pupil premium lead	Deputy headteachers – Vanessa Chandler, Gillie Hotston and Emma Stevenson
Governor / Trustee lead	<i>name,</i>

## Funding overview

Detail	amount 2021-2022	amount 2022-2023	predicted amount 2023-24
Pupil premium funding allocation	£277,252	£265,431	£264,810
Recovery premium funding allocation	0	0	0
Total budget for academic year	£305,770	£291,821	£291,200
average for 2021 - 2024	£296,264		

## Part A: Pupil premium strategy plan: Statement of intent

Our ultimate objectives for disadvantaged pupils are:

- To deliver good or better learning for all
- To diminish the attainment gap between the school's disadvantaged pupils and others nationally.
- To raise in-school attainment of both disadvantaged pupils and their peers
- To increase the academic progress of disadvantaged pupils.

Economic disadvantage should not be a barrier to academic attainment.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point in which need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Low attendance and persistent absenteeism of PP/disadvantaged children
4	Developing pupil resilience and positivity towards school and learning.

## 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 reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>-Improvements in narrowing gap in reading</li> <li>-Achieving above national or above</li> <li>-KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.</li> </ul>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>-Improvements in narrowing gap in writing</li> <li>-Achieving above national or above</li> <li>-KS2 maths outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.</li> </ul>
Year 4 multiplication tables check	Attainment in line or above national
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being above 96% which will be 1.7% increase on 2021-2. This is above national figure of 92.5% in 2021-22. There is currently a gap of 10.1% in persistent absence rates between disadvantaged and non-disadvantaged. We aim to reduce this gap to a smaller than 8% gap. Persistent absence for children who are disadvantaged being less than 22%. National persistent absence for disadvantaged is 35.3%</li> </ul>
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## 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: £183,683.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>- coaching programme for teachers and teaching assistants</p> <p>- coaching for subject leaders and team leaders to improve/enhance the teaching and learning within every subject.</p>	<p>EEF – Effective Professional Development Guidance Report</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective</a></p> <p>Coaching for teaching and learning: a practical guide for schools</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</a></p>	<p>1, 4</p>
<p>-Professional development. metacognition and teaching for mastery</p>	<p>EEF Guidance report: Metacognition and self-regulated learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>1.4</p>

	<p>Teaching and Learning toolkit - Metacognition and self regulation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>EEF teaching and learning toolkit mastery learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	
<p>Allocation of funds for reading, writing and maths initiatives, subscriptions for high-quality curriculum development and high-quality texts.</p>	<p>Quality /at least good teaching in all classes every day.</p> <p>Provision of interventions and challenge teaching for children identified as needing to catch-up</p> <p><a href="http://www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p>	1, 4
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4
<p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 4
<p>Improve the quality of social and emotional development through</p> <ul style="list-style-type: none"> <li>-whole school approaches</li> <li>- curriculum development - PSHE</li> </ul>	<p>EEF Guidance- Improving social and emotional learning in Primary Schools report</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	2,4

-Learning Mentor and Wellbeing support -training and development for staff		
-support increased attendance through monitoring, support and engagement with parents and challenge	EEF research report <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1681219598">https://d2tic4wvo1iusb.cloudfront.net/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1681219598</a>	2,3,4

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

Budgeted cost: £82,953.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition led by experienced teaching staff.	Teaching and Learning toolkit – Small Group Tuition. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1 4
Teaching assistant led intervention to support phonics learning, retention and reading	EEF Guidance report: Making Best Use of Teaching Assistants - Recommendation 5 and 6: Use TAs to deliver high quality one-to-one and small group support using structured interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  Teaching and Learning toolkit – Teaching Assistant Interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	

<p>Funding to employ 2 learning mentors to:</p> <ul style="list-style-type: none"> <li>- develop mentoring interventions within the classroom children (predominantly disadvantaged) within the classroom on key learning behaviours.</li> <li>-develop pupil resilience, wellbeing and sense of belonging through 'rampee' program</li> <li>- develop parent engagement through involvement in RAMP program</li> </ul>	<p>EEF attendance report findings</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1681219598">https://d2tic4wvo1iusb.cloudfront.net/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1681219598</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,2,3 and 4
<p>Deployment of Year 6 HLTA to deliver targeted interventions based on gaps analysis including disadvantaged pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4
<p>Release for team leaders to work with DHTs to create action</p>	<ul style="list-style-type: none"> <li>-SIO monitoring report</li> <li>- EEF teaching and learning toolkit mastery learning</li> </ul>	1, 3 and 4

plans for structured interventions and strategies for disadvantaged pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29626.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of LAPs to reward and incentivize positive attitudes, recognition of key school values and good attendance.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3 and 4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Deployment of learning mentors during break and lunch to develop positive whole school culture and ethos.  Rampees roles to develop positive self-identify and sense of belonging within the whole school culture and ethos.	Internal monitoring reports SIO visit report Learning Mentor data reports Case Studies	2 and 4
Introduction of attendance role within school to review and challenge attendance on a day to day and weekly basis.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3 and 4
Pupil and family wellbeing lead and wellbeing support to provide 1:1 and group sessions to key identified children	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2,3 and 4



<p>Pupil and family wellbeing lead time to work with identified families in the community and where appropriate work alongside external agencies.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>2, 3 and 4</p>
<p>Senior Mental Health Lead (SMHL) – to develop and implement a whole school strategic plan for wellbeing and mental health. Focusing on leadership and management, ethos and environment, identifying need and monitoring impact, curriculum teaching and learning, student voice, staff development, parents/carers/families and referrals</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>2 and 4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £296,264**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using 2 performance data and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was X% higher than their peers in 2021/22 and persistent absence X% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have

reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Pupils Groups	Cohort	Reading			Writing			Maths			R,W,M Combined		
		Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.
All Pupils	142	82%	75%	8%	70%	69%	1%	75%	71%	4%	63%	59%	5%
Girls	71	90%	80%	10%	82%	76%	5%	76%	70%	6%	72%	63%	9%
Boys	71	75%	70%	5%	59%	63%	-4%	75%	72%	2%	55%	54%	1%
Disadvantaged	58	71%	62%	9%	59%	55%	3%	57%	56%	1%	47%	43%	4%
Other Pupils	84	90%	80%	11%	79%	75%	3%	88%	78%	10%	75%	65%	10%

#### Working at a High Standard / Greater Depth

Pupil Groups	Cohort	Reading			Writing			Maths			R,W,M Combined		
		Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.
All Pupils	142	30%	28%	2%	13%	13%	0%	34%	22%	11%	6%	7%	-1%
Girls	71	38%	33%	5%	20%	16%	4%	30%	20%	10%	10%	9%	1%
Boys	71	23%	23%	0%	6%	10%	-4%	38%	25%	13%	3%	6%	-3%
Disadvantaged	58	24%	17%	7%	9%	6%	3%	22%	12%	11%	5%	3%	2%
Other Pupils	84	35%	32%	2%	15%	16%	0%	42%	27%	15%	7%	9%	-2%

Expected Standard	Cohort	Reading			Writing			Maths			R,W,M Combined		
		Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.	Sch.	Nat.	Diff.
Disadvantaged	58	71%	62%	9%	59%	55%	3%	57%	56%	1%	47%	43%	4%
Other than Disadv.	84	90%	80%	11%	79%	75%	3%	88%	78%	10%	75%	65%	10%
Disad. Vs Other Gap		-20%	-18%	-2%	-20%	-20%	0%	-31%	-22%	-10%	-28%	-23%	-6%

	Count*	Reading		Writing		Maths		RWM Combined	
		Expected Standard (EXS)	Greater Depth (GDS)	Expected Standard (EXS)	Greater Depth (GDS)	Expected Standard (EXS)	Greater Depth (GDS)	Expected Standard (EXS)	Greater Depth (GDS)
<b>Your School</b>									
No postcode Match	0								
20% Most Deprived	2	50%	0%	0%	0%	50%	0%	0%	0%
20-40% Most Deprived	26	88%	42%	73%	23%	85%	42%	65%	15%
Middle 20%	37	78%	32%	59%	11%	70%	27%	57%	5%
20-40% Least Deprived	34	85%	32%	82%	12%	79%	44%	71%	6%
20% Least Deprived	43	81%	21%	72%	9%	72%	28%	65%	2%

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.