

Ludham Primary School and Nursery Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery 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	Ludham Primary School and Nursery
Number of pupils in school	109 (including Nursery)
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	March 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Andrea Goreham, Headteacher
Pupil premium lead	Andrea Goreham
Governor / Trustee lead	Mrs Carol Willoughby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,800
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	£ 588,687

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve to the best of their ability in all subject areas. Our pupil premium strategy is aimed at supporting disadvantaged pupils to achieve that goal, as well as securing progress for those who are already high attaining to ensure they too reach their potential.

We will identify and consider the challenges faced by our vulnerable children, such as those with a social worker, SEND, young carers and those most adversely affected by the pandemic. The activity we have outlined in this statement is also intended to support their needs, irrespective of whether or not they are disadvantaged.

High quality, consistent teaching is central to our approach, with a focus on those areas in which disadvantaged pupils need the most support. Research shows that this is proven to have the greatest impact on closing the disadvantaged attainment gap, while at the same time benefitting our non-disadvantaged children. Implicit in the intended outcomes below, is the intention that the attainment of our non-disadvantaged pupils will be sustained and improved, alongside their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will respond to common challenges and be tailored to individual needs. It will be rooted in diagnostic assessment, not in assumptions about the impact of disadvantage. To ensure that our approaches are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the work they are set – scaffold up and not down
- intervene early at the point that a need is identified

We follow a tiered approach, as described in the EEF Pupil Premium Guidance document.

1. Teaching

Spending on improving teaching includes professional development, training, support and on recruitment and retention. Ensuring we have an effective teacher in front of every class, and ensuring that every teacher is supported to continue improving, is the key ingredient of our school's success and is therefore placed right at the top of our priorities for spending Pupil Premium.

2. Targeted Academic Support

Evidence shows the positive impact that targeted academic support can have – including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and support staff can provide targeted academic support, including how to link structured 1:1 intervention or small group work to classroom teaching, is key to our effective Pupil Premium Strategy.

3. Wider Strategies

Wider strategies relate to the most significant non-academic barriers to success in school. These include work on securing good attendance, behaviour, social and emotional support and work with families.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception where on entry levels of understanding of spoken language are typically low. From September 2023, every child will have Wellcomm assessments, rather than just those we have previously judged to be low. In addition, analysis of the previous years' Phonics Screening shows that a significant percentage of those not passing were in receipt of pupil premium.
2	Attendance levels for children eligible for pupil premium funding are good and in line with non-disadvantaged. Where attendance is lower, our assessment indicates that non-attendance, on average, causes children to fall behind. To improve attainment we need to continue to improve attendance rates for all children so that children are in in school regularly.
3	Emotional and well-being needs of some of our families. Low self-esteem, aspiration, social isolation (owing to rural location) and confidence. Children being adversely affected by needs and issues within the family that are out of their control.
4	Our assessments show that 31% of our PP pupils also fall under the category of SEND. We need to work towards earlier identification of needs. We also need to ensure that strategies within the classroom are effective for SEND/PP pupils and have a positive impact on progress. Alongside this, we need to work with families and external agencies to ensure that a full package of support is in place for these children.
5	Observations and discussions with children and families have identified social and emotional issues for many children – many of which either arise from or are exacerbated by the pandemic and lockdowns. A significant number of our children receive support for a range of emotional wellbeing needs from our THRIVE trained staff, our EHAP trained and qualified SENCO and Outdoor learning leads who focus on holistic care through their Forest School Training with an emphasis on supporting emotional wellbeing. Our Headteacher is also a qualified SENCO with mental health training, EHAP and Forest

	<p>School Training. Additionally, a number of children with a social worker, or who are receiving external support through early help agencies, are eligible for pupil premium. Our assessments show that the education and wellbeing of many of our disadvantaged pupils has been adversely affected by partial school closures. National findings support this.</p> <p>To improve outcomes for these children, we need to continue to provide Speech and Language support through the targeted use of interventions supported by the cohesive Read Write Inc Phonics/Early reading programme, Wellcomm, alongside targeted support from specialist learning support teachers, wellbeing support and support for families from our SENCO, THRIVE leads and Headteacher.</p> <p>Targeted play has been set up for a small number of eligible PP children for the Summer Term.</p>
6	<p>Our own assessments and national research, point to the importance of disadvantaged children developing a rich vocabulary which supports reading comprehension and gives access to the broader curriculum. This is vitally important, as the gap between disadvantaged pupils and their peers is often already in place before they begin in nursery.</p> <p>To improve this, we will explicitly teach vocabulary development as part of our reading, writing and wider curriculum. Vocabulary will be identified on medium term planning. We will also ensure that children are exposed to a wide range of high quality texts and that they are read to daily.</p> <p>Reading will be a focus of our curriculum, including whole class guided reading sessions, using 'The Power of Reading', phonic teaching (RWi) and teachers reading to children daily (using high quality texts) and 1:1 reading with the teacher. Individual reading throughout the school is matched to the ability level of the child.</p>
7	<p>Our own assessments, and national research, show a lack of first-hand experiences and background knowledge for many of our disadvantaged children which means they often lack the prior knowledge through which to create schemas for new learning.</p> <p>We will provide a rich and stimulating curriculum that engages children and allows them to develop their thinking and understanding of the world. We will plan and teach lessons so that cultural knowledge is explicitly taught, and signposted in order that pupil premium pupils are not at a disadvantage.</p> <p>We will enrich our curriculum with a range of subsidised visits and visitors to ensure all children receive culturally enriching experiences.</p>

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 phonics and reading attainment amongst disadvantaged pupils to close the gaps with peers.	Outcomes in reading at the end of KS1 and KS2 are at least in line with national averages and the gap will be narrowed with the non-disadvantaged. Internal assessments, including Read Write Inc, fluency and NFER will show that children are making accelerated progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Children leave Reception at the expected level to achieve GLD. KS2 maths outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with non-disadvantaged when compared to national data.
To achieve and sustain improved wellbeing for pupils with SEMH difficulties, particularly for our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations show:</p> <p>Children have increased resilience</p> <p>Children can communicate and understand their thoughts and feelings and deal with them appropriately.</p> <p>Children value and develop good behaviours for learning that equip them to be ready for the next stage in their education.</p> <p>Reduction in internal referrals for THRIVE.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance for disadvantaged pupils will improve year on year and will be in line with our target of 97%.</p> <p>Targeted attendance plans for persistent absentees will be effective, leading to improved attendance and support for these families.</p>
Improve attainment for disadvantaged pupils writing and close gaps with peers.	Outcomes in writing at the end of KS1 and KS2 are at or above national average and the gap will be narrowed. Teacher assessments will show that children are making good progress and that gaps are narrowing.

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: £12,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment, retention and appropriate deployment of high quality teaching and teaching support staff to accelerate learning in the classroom and through targeted interventions across the school.	EEF Teaching and Learning Toolkit <i>'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.'</i>	1,6,7
Purchase of standardised assessments. Regular staff updates to ensure assessments are interpreted and administered correctly.	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:	1,4,5,6,7
Purchase of Read Write Inc resources to secure stronger phonics teaching for all pupils. Ongoing training for staff.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,4,6
The Storytelling Method (Talk for Writing) - use of quality literature and creative teaching approaches. Access to the learning hub and resources.	The Storytelling Method (Talk for Writing, Pie Corbett) quality children's literature and creative teaching approaches to support schools to develop a high quality literacy curriculum and foster a whole school love of reading and writing. Reading comprehension strategies	1,4,6,7

	https://educationendowmentfoundation.org.uk/	
<p>Enhancement of our maths teaching and curriculum planning developing a collaborative approach to co-operative learning.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</p>	<p>EEF teaching and learning toolkit</p> <p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</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>Maths guidance KS1 and 2 pdf(publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best evidence available:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,4,7
<p>Improve the quality of social and emotional (SEL) learning by implementing the programme 'Jigsaw.'</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Online subscription hub that provides ongoing CPD for staff and access to teaching and learning resources.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2,3,5,
<p>Specialist intervention provision that provides bespoke teaching for children with high level SEMH and learning needs, many of whom are disadvantaged.</p> <p>Staff within the learning base provide support/consultation for specific children within the unit and the main school.</p> <p>As a whole school approach, it provides a resource that</p>	<p>Boxall profiles will be completed to highlight significant unmet nurture/SEMH needs so that learning can accelerate and gaps close.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,3,4,5,

enables all children to thrive and learn.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of school-led tutoring for pupils whose education has been most impacted by the legacy of the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1,4,6,7
Phonics RWI teaching and interventions. Provide small group phonics teaching universally, fully embedded in Foundation Stage and KS1 and used as a targeted intervention to those identified as having decoding as a barrier. This will be supported in collaboration with our local English hub.	EEF Teaching and Learning Toolkit 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. Phonics Toolkit Strand Education Endowment Foundation EEF <i>'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</i> <i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and</i>	1,4,6

	<i>is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i>	
Speech and Language interventions to support speech development and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions EEF (education endowment foundation.org.uk)</u>	1,4,5,
TA support in every class to provide 1:1 and small group support across the curriculum with a particular focus on reading and maths. Any training supports staff to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</u>	1,3,4,6,7

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

Budgeted cost: £1,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw Curriculum Implement a PSHE, resilience curriculum as a whole school approach.	Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.	1, 3, 5,7

	<p>With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Department for Education: Personal, Social, Health and Economic Education: 13 September 2021 https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education</p> <p>PSHE Association: Why PSHE Matters: https://www.pshe-association.org.uk/what-we-do/why-pshe-matters</p>	
<p>Support families with funding to participate in extracurricular activities including clubs, visits and wrap around care.</p>	<p>Access to sports clubs are subsidised for pupil premium/LAC children to give the access to enrichment opportunities which may not otherwise be experienced.</p> <p>https://dera.ioe.ac.uk/8180/1/Looked-1.pdf</p>	<p>7</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Emotional resilience intervention. 1-1 sessions with a trained behaviour lead, targeting identified pupils.</p> <p>We work closely with a local foodbank for families in need.</p>	<p>Wellbeing team (THRIVE practitioners, SENCO, Headteacher) to provide the coordinated support to both parents and pupils that enables the pupil to engage in school.</p> <p>Wellbeing team developed that pulled together expertise across the school to provide pupils and families with the support they needed.</p> <p>https://canadacollege.edu/dreamers/docs/Maslows-Hierarchy-of-Needs.pdf</p>	<p>2,3,5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed <p>The percentage of all pupils who are persistently absent being no more than national averages for all children</p> <p>Attendance lead facilitates support panels and intervention with children with poor attendance. Monitoring daily, weekly attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</p>	2
Staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour for learning across school.	<p>Rolling programme of training targeting staff groups. Including Step-on training for de-escalation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</p>	1,2,5

Total budgeted cost: £30,800

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.

Our internal assessments in 2022, show that the outcomes for disadvantaged children were broadly equivalent to previous years in reading, writing and maths, despite disruption in all subject areas to varying degrees owing to the legacy of lockdown and Covid-19, meaning that some of the pupil premium targeted interventions were not accessed to the extent we had planned. Our assessments of the reasons points mainly to the impact of Covid-19. As evidenced in schools across the country, school closures, and absence for isolation due to Covid-19, was detrimental to disadvantaged pupils. However, the impact was offset by our determination to maintain a high-quality curriculum, including during times of partial closure, which was aided by online resources such as Oak Academy.

End of KS2 Data from 2019 (shown below) should be used with caution. Where there are 5 or fewer in the cohort, information may be suppressed to avoid identifying individuals.

Disadvantaged pupils

Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

You can compare the pupils' results with performance at state-funded schools at local authority and national level.

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	3	6595	447479
Progress score in reading (confidence interval)	SUPP	-0.7 (-0.8 to -0.5)	0.3 (0 to 0)
Progress score in writing (confidence interval)	SUPP	-0.6 (-0.8 to -0.5)	0.3 (0 to 0)
Progress score in maths (confidence interval)	SUPP	-0.7 (-0.9 to -0.6)	0.4 (0 to 0)
Percentage of pupils meeting the expected standard in reading, writing and maths	SUPP	65%	71%
Percentage of pupils achieving a high standard in reading, writing and maths	SUPP	9%	13%
Average score in reading	SUPP	104	105
Average score in maths	SUPP	105	106

During the times when all pupils were expected to attend school (2020-21), attendance of disadvantaged pupils was broadly in line with non-disadvantaged pupils'. Whole school attendance during the periods of September 2020 to July 2021 was >92% and in the period between September 2021 and July 2022 attendance was >94%. This meant that our attendance rates were in the bottom 20% according to the ISDR, therefore attendance will continue to be a focus within our plan.

The table below shows outcomes for all pupils in the Summer Term 2022. 44% of the year 6 cohort comprise children eligible for PP.

Reading, writing and mathematics - 2022

	KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading				
Significance	Sig above national (16 pupils)	In line with national (16 pupils)	In line with national (12 pupils)	Small cohort (9 pupils)
Highest/lowest 20%	Highest 20%	-	-	Small cohort
Writing				
Significance	Sig above national (16 pupils)	In line with national (16 pupils)	Sig below national (12 pupils)	N/A
Highest/lowest 20%	Highest 20%	-	Lowest 20%	N/A
Mathematics				
Significance	Sig above national (16 pupils)	In line with national (16 pupils)	In line with national (12 pupils)	N/A
Highest/lowest 20%	Highest 20%	Highest 20%	-	N/A

2021/2022 data – revised.

Ludham Primary School and Nursery (URN: 120830)

Key stage 2

This is revised 2021/22 data.

Progress in reading, writing and maths

Reading

Number of pupils = 16

Pupils with adjusted scores = 0

Progress score 4.36

Confidence interval
1.3 to 7.4

Writing

Number of pupils = 16

Pupils with adjusted scores = 0

Progress score 5.31

Confidence interval
2.3 to 8.3

Maths

Number of pupils = 16

Pupils with adjusted scores = 0

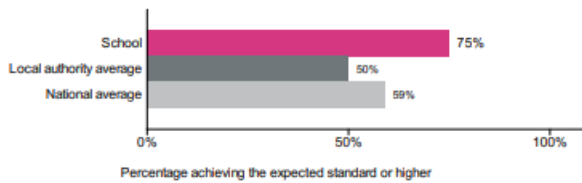
Progress score 6.88

Confidence interval
4.0 to 9.7

Reading, writing and maths combined

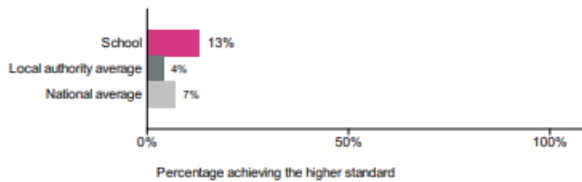
Percentage of pupils achieving the expected standard or higher

Number of pupils = 16



Percentage of pupils achieving the higher standard

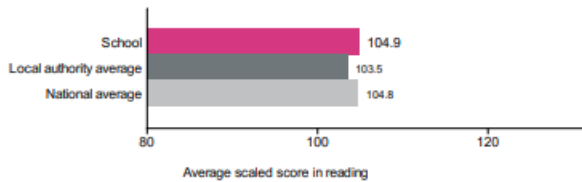
Number of pupils = 16



Average scaled score in:

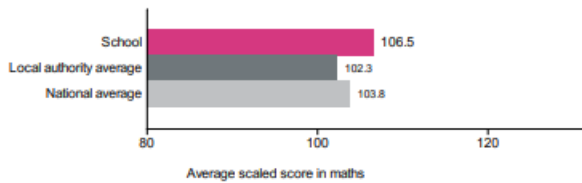
Reading

Number of pupils = 16



Maths

Number of pupils = 16



Externally provided programmes

Programme	Provider
White Rose	White Rose Maths
Read Write Inc Phonics	Ruth Miskin
Jigsaw	Jan Lever Group
Accelerated Reader	Renaissance