Pupil Premium Strategy Statement

Ludham Primary School and Nursery | 2026/27 academic year

New three-year strategy: 2026/27 to 2028/29 | Website publication version | October 2026

School overview

Detail	Data
School name	Ludham Primary School and Nursery
Number of pupils in school	110 (January 2026 census, IDSR)
Proportion of pupils eligible for pupil premium	19.32% FSM6 in January 2026 IDSR. The 2026/27 grants memo records 17 FSM Ever 6 pupils plus 2 post-LAC pupils for pupil premium funding.
Strategy period	2026/27 to 2028/29
Published	October 2026
Review date	July 2027
Statement authorised by	Andrea Goreham, Headteacher
Pupil premium lead	Andrea Goreham, Headteacher
Governor / Trustee lead	Kim Gilden

Context note: the September 2026 IDSR relates to the predecessor community school, which closed on 30 June 2026. Its historic data are used as evidence to inform the successor school's strategy and are interpreted cautiously because cohorts are small and pupil stability was well below average in 2026 (72.50%).

Funding overview

Detail	Amount
Pupil premium allocation for 2026/27	£13,221 (Norfolk County Council pro rata grants memo; subject to ESFA confirmation of eligible pupil numbers)
Carry-forward from previous years	£0
Total pupil premium budget	£13,221

Part A: Pupil premium strategy plan

Statement of intent

At Ludham Primary School and Nursery, our ambition is that every disadvantaged pupil achieves and thrives. We will use pupil premium funding to improve educational outcomes through excellent classroom teaching, precise academic support and wider strategies that remove barriers to attendance, wellbeing, belonging and participation.

Our 2026/27 strategy is rooted in diagnosis rather than assumption. The IDSR shows important strengths to protect, alongside clear priorities. Reading is a relative strength: the school's three-year reading expected-standard outcome was 88% compared with 75% nationally, and disadvantaged pupils' three-year reading outcome was 73% compared with 63% for disadvantaged pupils nationally. Disadvantaged reading progress across the available three-year measure was also above national. However, writing is the clearest attainment priority for disadvantaged pupils, with a three-year expected-standard outcome of 45% compared with 59% nationally for disadvantaged pupils. Greater-depth writing was 0% across 2024, 2025 and provisional 2026 for the whole Year 6 cohorts. Maths attainment for disadvantaged pupils is stronger over three years than writing, but the provisional 2026 disadvantaged cohort was very small and outcomes varied, reinforcing the need for pupil-level diagnosis rather than broad assumptions.

The strategy also responds to the intersection between disadvantage and SEND. The January 2026 IDSR recorded 20 pupils receiving SEN support and five with an EHC plan, with 12 pupils with SEN also FSM6 and/or looked after. Attendance is improving for the FSM group: the IDSR reports FSM daily attendance as above the national distribution in

2025/26 (five half terms), while FSM6 persistent absence reduced from 45.8% in 2023/24 to 38.9% in 2024/25 and 21.1% in the first term of 2025/26. We will sustain this improvement through early, barrier-focused attendance work.

Challenges

Challenge	Evidence-informed challenge
1. Writing, especially disadvantaged attainment and greater depth	The disadvantaged three-year writing expected-standard outcome was 45%, compared with 59% nationally for disadvantaged pupils and 56% in similar schools. Whole-school writing greater depth was 0% in 2024, 2025 and provisional 2026, giving a three-year outcome significantly below national.
2. Secure strong early reading and phonics	Reading at KS2 is a strength, including for disadvantaged pupils, but phonics remains less secure. The three-year Year 1 phonics outcome was 74% compared with 80% nationally; in 2025 it was 73%. Four of 15 Year 1 pupils did not meet the standard in 2025, and none of the three eligible Year 2 pupils met it.
3. Mathematics consistency and depth	Whole-school three-year maths expected-standard attainment was 80% compared with 74% nationally; disadvantaged three-year attainment was 64% compared with 61% nationally for disadvantaged pupils. However, provisional 2026 disadvantaged attainment was 33% in a cohort of three and disadvantaged maths progress was -4.1. Small cohorts require individual diagnosis and careful monitoring.
4. SEND and disadvantage	The January 2026 IDSR recorded 20 pupils at SEN support and five with EHC plans. Twelve pupils with SEN were also FSM6 and/or looked after. Effective adaptive teaching, early identification and well-matched provision are therefore central to the strategy.
5. Attendance and persistent absence	FSM attendance has improved and was above the national distribution in the 2025/26 daily attendance collection. FSM6 persistent absence fell to 21.1% in the first term of 2025/26 from 38.9% in 2024/25 and 45.8% in 2023/24. The priority is to sustain this improvement and respond quickly to individual barriers.
6. Stability, wellbeing and equitable access	School stability was 72.50% in 2026 and well below average nationally. The school location deprivation measure was above average. These contextual factors strengthen the case for explicit prior-knowledge and vocabulary teaching, careful transition support, belonging and equitable access to enrichment.

Intended outcomes

Outcome	Success criteria by the end of the strategy
Improve disadvantaged writing	A greater proportion of disadvantaged pupils meet age-related expectations in writing from their starting points; gaps narrow over time. Work scrutiny shows stronger transcription, sentence construction, composition and independence. More pupils, including disadvantaged pupils where appropriate, demonstrate greater depth.
Sustain strong reading and improve phonics	Disadvantaged pupils sustain strong reading progress. Phonics assessment shows improved proportions meeting the expected standard and rapid catch-up for pupils who do not.
Improve mathematical attainment and depth	Disadvantaged pupils make strong progress from starting points; assessment identifies and addresses gaps early; more pupils demonstrate secure reasoning, fluency and problem-solving.
Effective provision for disadvantaged pupils with SEND	Teachers routinely implement effective adaptations; provision reviews show improved access, independence

	and progress towards curriculum and individual outcomes.
Sustain improved attendance	FSM/PP attendance remains strong and persistent absence is reduced or sustained at improved levels. Targeted plans evidence prompt barrier identification, family engagement and impact.
Strong belonging and participation	Disadvantaged pupils participate meaningfully in trips, clubs, sport, arts, outdoor learning and wider opportunities; pupil voice indicates belonging and high expectations.

Activity in this academic year

Teaching: high-quality teaching

Activity / approach	Why this is a priority	Challenges
Writing improvement: explicit modelling, sentence construction, transcription, vocabulary, oral rehearsal, purposeful extended writing and deliberate teaching towards greater depth. CPD/coaching will support consistent implementation.	Writing is the clearest sustained attainment weakness for disadvantaged pupils and greater depth is a whole-school priority.	1, 4, 6
Sustain validated SSP, accurate phonic assessment, staff training and daily reading practice, with rapid keep-up/catch-up.	KS2 reading is strong, while the three-year phonics outcome remains below national.	2, 4
Evidence-informed mathematics teaching, including fluency, representation, reasoning, checking for understanding and responsive adaptation.	Longer-term maths outcomes are positive, but small-cohort variation means individual gaps must be identified quickly.	3, 4
Adaptive teaching and assessment: use diagnostic evidence, scaffolding, checking for understanding and high expectations, particularly where disadvantage and SEND overlap.	Twelve pupils with SEN were also FSM6 and/or looked after in the January 2026 IDSR.	1, 2, 3, 4
Curriculum and subject leadership: strengthen deliberate vocabulary, prior knowledge, retrieval and curriculum coherence.	Low stability increases the importance of identifying and securing prerequisite knowledge for pupils joining at different points.	1, 2, 3, 6

Budgeted cost: 8,500

Targeted academic support

Activity / approach	Why this is a priority	Challenges
Structured small-group and one-to-one writing support, tightly aligned to classroom teaching and assessed gaps.	Targets the principal disadvantaged attainment weakness identified in the IDSR.	1, 4
Phonics and reading catch-up, including decoding, fluency and language/vocabulary support.	Maintains strong reading while addressing below-national phonics outcomes.	2, 4
Targeted maths support based on diagnostic assessment.	Responds to individual gaps and year-to-year variation in small cohorts.	3, 4
Well-matched speech, language and communication support where assessment identifies need.	The IDSR records pupils with speech, language and communication as a primary SEN need; provision will be	2, 4

	based on individual assessment.	

Budgeted cost: 3,400

Wider strategies

Activity / approach	Why this is a priority	Challenges
Attendance: daily monitoring, early contact, barrier identification, attendance meetings/plans, family support and appropriate escalation.	FSM attendance has improved markedly; continued focus is needed to sustain the gains and prevent persistent absence.	5
Pastoral, regulation and wellbeing support, including structured support and external-agency/family work where appropriate.	Disadvantage can intersect with SEND, SEMH and changing family circumstances; support will be needs-led.	4, 5, 6
Transition and induction support for pupils joining the school, including rapid assessment of curriculum starting points.	Stability was well below average at 72.50% in 2026.	1, 2, 3, 6
Equitable enrichment: subsidy/access to educational visits, clubs, sport, arts, Forest School and other first-hand experiences where financial or practical barriers exist.	Supports belonging, vocabulary, background knowledge and equitable access to the wider curriculum.	6
Parent/carer communication and practical support, including signposting and coordinated work where barriers affect learning or attendance.	Supports early identification of barriers and sustained attendance/engagement.	4, 5, 6

Budgeted cost: 1,321

Total budgeted cost: £13,221

Implementation, monitoring and evaluation

- Half-termly disadvantaged pupil review covering attainment, progress, SEND interaction, attendance and participation.
- Writing review through books, moderation, assessment and pupil conferencing, with a specific focus on disadvantaged pupils and greater depth.
- Phonics/reading assessment reviewed frequently so that pupils who fall behind receive prompt keep-up/catch-up.
- Attendance dashboard reviewed regularly, including PP/FSM attendance and persistent absence, with individual plans evaluated for impact.
- Intervention entry/exit information considered alongside classroom performance so leaders can judge whether learning transfers.
- Governors review implementation, impact and expenditure. Approaches are adapted or stopped where evidence shows insufficient benefit.
- Because Ludham's cohorts are small, percentages will always be interpreted alongside pupil numbers, starting points and individual trajectories.

Part B: Review of outcomes in the previous academic year

The September 2026 IDSR provides provisional 2026 KS2 outcomes and 2025/26 attendance information for the predecessor school. These data are used carefully because the 2026 disadvantaged KS2 cohort contained only three pupils and the IDSR suppresses some comparisons for small cohorts.

Area	2025/26 evaluation
Reading	A clear strength. In provisional 2026, 91% of all pupils met the KS2 expected standard compared with 75% nationally. For disadvantaged pupils, 67% met the expected standard; the disadvantaged three-year average was 73%, above the national disadvantaged

	average of 63%. Disadvantaged reading progress was +2.5 in 2026 (small cohort), and +4.8 across the available three-year measure.
Writing	Whole-school expected-standard attainment improved to 73% in provisional 2026, in line with national. However, disadvantaged attainment was 33% in the cohort of three, and the disadvantaged three-year average was 45% compared with 59% nationally. Whole-school greater depth remained 0%, making writing and greater depth a priority for 2026/27.
Mathematics	Whole-school expected-standard attainment was 73% in provisional 2026 compared with 75% nationally. Disadvantaged attainment was 33% in the cohort of three, although the disadvantaged three-year average was 64% compared with 61% nationally. Disadvantaged maths progress was -4.1 in 2026; this small-cohort signal will be followed up through pupil-level diagnosis.
Combined RWM	64% of all pupils met the expected standard in provisional 2026 compared with 63% nationally. One of three disadvantaged pupils met the combined standard (33%); across three years disadvantaged attainment was 45% compared with 47% nationally for disadvantaged pupils.
Phonics	The latest published phonics data are for 2025. 73% of Year 1 pupils met the expected standard compared with 80% nationally; four of 15 did not meet it. Of the Year 2 pupils who were eligible to re-sit, none met the standard. Early reading therefore remains a key targeted priority.
Attendance	FSM daily attendance was above the national distribution in the 2025/26 five-half-term collection. FSM6 persistent absence was 21.1% in the first term of 2025/26, compared with 25.3% nationally, following 38.9% in 2024/25 and 45.8% in 2023/24. This suggests improvement that the school will work to sustain.
Behaviour / inclusion	The IDSR records zero suspensions in 2024/25, including for FSM6 and SEN groups, and zero permanent exclusions. Twelve pupils with SEN were also FSM6 and/or looked after, confirming the importance of inclusive, adaptive provision.
Overall evaluation	The evidence supports maintaining strong reading, improving phonics, making disadvantaged writing and greater depth the principal attainment priorities, securing consistent maths outcomes, sustaining improved attendance and strengthening adaptive provision where disadvantage intersects with SEND.

Externally provided programmes

Programme	Provider / status
Read Write Inc. Phonics	Ruth Miskin Training
White Rose Maths / current mathematics resources	White Rose Education
Jigsaw PSHE	Jigsaw Education Group
Other programmes	Accelerated Reader