

Pupil premium strategy statement – Ludgvan 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	21
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Nov 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Adam Anderson
Pupil premium lead	Adam Anderson
Governor / Trustee lead	Janet Pascoe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66437
Recovery premium funding allocation this academic year	£5934
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£72371

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all children achieve to the best of their ability. This achievement is not only academic but encompasses all aspects of personal and social development.

Our disadvantaged pupils will have access to all aspects of our curriculum provision and financial constraints will not be a barrier to extra-curricular engagement.

Targeted interventions will be implemented to address identified needs and overcome the barriers some pupils face.

Our overriding aim is that the support we put in place will ensure all of our pupils achieve their potential, regardless of their circumstances.

Challenges

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

Challenge number	Detail of challenge
1	National differential in academic achievement between disadvantaged pupils and others.
2	Low baseline on entry into school, including low oracy skills
3	A lack of self-esteem or emotional readiness to learn.
4	Lack of experiences and aspirations linked to limited opportunities as a result of financial hardship.
5	Attendance

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
Close the gap between disadvantaged and their peers (currently 7% at end of KS2 in combined R, W, M).	End of KS2 combined data shows a gap of <7% between disadvantaged and their peers.

Develop oracy skills throughout the school to support reading and writing skills.	Oracy specifically taught in every class. Writing progress in every class is accelerated.
Children are more confident individuals with increased ability to communicate with others and a great readiness to learn.	Boxall Profile identifies progress Club participation increases Behaviour incidents are reduced
All children are able to access curriculum and residential visits without financial restriction.	100% of pupils who want to attend residential trips do so.
Attendance of disadvantage pupils is at least in-line with their peers and national averages	Attendance of disadvantaged pupils to be 96%+

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: £ 20,912.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Programme of CPD delivered for all school staff focussed on school priorities.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3

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

Budgeted cost: £ 23282

Activity	Evidence that supports this approach	Challenge number(s) addressed
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NELI delivered to targeted groups in EYFS and KS1	EEF identifies 'Oral Language Interventions' as having +6 months of impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Phonics delivered to small groups of pupils in EYFS and KS1 and targeted pupils in KS2.	EEF identifies 'Phonics' as having +5 months of impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2
Nurture and Draw and Talk interventions delivered for targeted individuals.	EEF identifies 'Social and Emotional Interventions' as having +6 months of impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
1-1 and small group tuition delivered during and outside the school day for targeted individuals.	EEF identifies 'One to one tuition; as having +5 months of impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1

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

Budgeted cost: £ 5700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half-termly engagement with EWO service to formally track attendance trends and offer support/chal	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	5

<p>allenge as necessary.</p>		
<p>Funding trips and visits where necessary to ensure no children are unable to engage</p>	<p>https://www.frontiersin.org/articles/10.3389/fpsyg.2021.647402/full</p>	<p>4</p>

Total budgeted cost: £ 72694.27

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All comparisons are based on small cohorts of disadvantaged pupils.

The initial comparison between disadvantaged pupils and their peers at school level is a shows that whilst end of KS2 data shows a slight negative gap, disadvantaged performance at KS1 was higher than their peers. Phonics achievement was significantly lower for disadvantaged, but only refers to a cohort size of 3.

- End of KS2 data 2022 shows that the gap between disadvantaged (cohort of 6 pupils) and their peers was -8% when referring to reaching the expected level of combined R, W + M.
- End of KS1 data 2022 shows that the gap between disadvantaged (cohort of 4 pupils) and their peers was +15% when referring to reaching the expected level of combined R, W + M.
- Combined Y1 and Y2 phonics screening data 2022 shows that the gap between disadvantaged (cohort of 3 pupils) and their peers was -20% when referring to achieving the expected standard.

When compared to National disadvantaged data, our KS1 and KS2 perform favourably, whilst phonics achievement is lower.

- End of KS2 data 2022 shows that the gap between Ludgvan disadvantaged (cohort of 6 pupils) and national disadvantaged was +8% when referring to reaching the expected level of combined R, W + M.
- End of KS1 data 2022 shows that the gap Ludgvan disadvantaged (cohort of 4 pupils) and national disadvantaged was +13% when referring to reaching the expected level of combined R, W + M.
- Combined Y1 and Y2 phonics screening data 2022 shows that the gap between Ludgvan disadvantaged (cohort of 3 pupils) and national disadvantaged was - 11% when referring to achieving the expected standard.

Attendance data overview

- Attendance of all pupils in 21/22 was 93%, whilst disadvantaged attendance was 91.5%.