

# 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	13.8
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	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	£45360
Recovery premium funding allocation this academic year	£6090
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
<b>Total budget for this academic year</b> <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>	£51450

# Part A: Pupil premium strategy plan

## Statement of intent

*Ludgvan School is a creative and forward-thinking school with an enthusiastic and hard-working staff team. We are well-respected in the local area and are a school of choice for many families outside of our catchment area.*

*Ludgvan is a single-form entry primary, set in Crowlas, near Penzance. We benefit from a varied catchment, comprising of roughly average numbers of SEN and disadvantaged pupils.*

*We believe in early intervention and that our curriculum is key to providing **all** of our pupils with the knowledge, skills and opportunities to create a level playing field and improve life chance of **all** of our pupils.*

*Our aim is to address academic and social challenges through targeted learning experiences and exposure to exciting and stimulating wider opportunities ensuring 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Different starting points upon entry into school, particularly oracy skills, can delay children's readiness to learn.
2	Social and emotional readiness to learn is vital to ensure academic progress. Supporting this readiness is a key first step in the learning journey.

3	Many children are not aware of the opportunities available to them and have a lack of experiences and aspirations. It is important we remove all barriers to ensure every child can access every aspect of our provision.
4	Attendance for all groups of pupils must at least align with national averages in order for children to benefit from provision at Ludgvan.

## 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: £ 16,137.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Programme of CPD delivered for all school staff focussed on school priorities.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 2, 3
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 28,769

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI delivered to targeted groups in EYFS and KS1	EEF identifies 'Oral Language Interventions' as having +6 months of impact  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	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  <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>	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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1

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

Budgeted cost: £ 6600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half-termly engagement with EWO service to formally track attendance trends and offer support/challenge as necessary.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a>	5
Funding trips and visits where necessary to ensure no children are unable to engage	<a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2021.647402/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2021.647402/full</a>	4

**Total budgeted cost: £ 51,506.27**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**This information demonstrates a comparison between disadvantaged pupils and their peers at Ludgvan at the end of the year 21-22.**

End of KS2 data 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 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 shows that the gap between disadvantaged (cohort of 3 pupils) and their peers was **-20%** when referring to achieving the expected standard.

**This information demonstrates a comparison between disadvantaged pupils at Ludgvan and disadvantaged pupils nationally at the end of 21-22.**

End of KS2 data shows that the gap between disadvantaged (cohort of 6 pupils) and disadvantaged nationally was **+8%** when referring to reaching the expected level of combined R, W + M.

End of KS1 data shows that the gap between disadvantaged (cohort of 4 pupils) and disadvantaged nationally was **+13%** when referring to reaching the expected level of combined R, W + M.

Combined Y1 and Y2 phonics data shows that the gap between disadvantaged (cohort of 3 pupils) and disadvantaged nationally was **-9%** when referring to reaching the expected level of combined R, W + M.

#### **Attendance data overview**

Attendance statistics show that the gap between disadvantaged and their peers was **-1.5%**. There is national data for comparison.