

Pupil premium strategy statement – Ludgvan School

This statement details our school's use of pupil 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	202
Proportion (%) of pupil premium eligible pupils	20
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024- 2025
Date this statement was published	Dec 24
Date on which it will be reviewed	Sept 25
Statement authorised by	Rob Hamshar
Pupil premium lead	Rob Hamshar
Governor / Trustee lead	Emily Kent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£57590

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aims for all pupils, irrespective of their background is that they achieve their potential and achieve at least expected progress and attainment in all areas. We are aspirational for all, which extends to all PP children including those that are higher achieving - and through class provision maps and pupil progress meetings we monitor if they are being challenged and stretched enough and if all PP children are making expected (or above) progress.

Our disadvantaged pupils will have access to all aspects of our curriculum provision as far as is possible financial constraints will not be a barrier to extra-curricular engagement. We want all pupils to have access to a wide range of experiences and increase their cultural capital. Therefore, we ensure all PP children can access all class clubs and trips, including the wide range of residentials (Y1- Sleep over in school, Y2- St Ives residential night away, Y3- 2 night local residential, Y4 Porthpean outdoor education 2 night residential, Y5- 2 night residential trip to London, Y6- Local Adventure week)

High quality first teaching is at the heart of our school; we have high expectations for all and ensure children have access to a broad enriching curriculum. The intent is that outcomes for all pupils increase this year, with the aim of narrowing the gap for the PP children. Across the school the majority of classes have a full time TA, who is aware of the all the PP children and can target them as needed and directed by the class teacher. Targeted interventions will be implemented to address identified needs and overcome the barriers some pupils face.

This pupil premium strategy aligns with and should be read alongside our School Improvement Plan (SIP), which sets out our school priorities for this academic year, as well as the Maths & English action plans.

The Hive area of the school has up to 4 TA's who work together to support the children with the highest needs within the school, including those that already have EHCP's and those that are awaiting them. Each child has a personalised curriculum, which matches their needs and balances the amount of time they spend within their class, with their peers and the amount of time they spend in the Hive. This varies according to need. It is also available to any other children, including pupil premium, when they need social emotional nurture sessions, individualised PSHE sessions (often linked to emotions), or life skills sessions. Some children will need to access the Hive on a long term basis, whereas some will just need the supportive approach and 'safe' space for a shorter time to get them through a challenging time.

The school also values outdoor education and it has a small farm on site and separate outdoor learning are on site. We have a dedicated teacher, who is trained in outdoor learning, so that each class can access this as part of their weekly timetable. Some

children with higher levels of SEN Needs may also access this as part of their personalized curriculum.

With a new management structure put in place at the beginning of the year, all are working together to develop a cultural reset and improve outcomes for all- as part of a 'cultural reset', with our overriding aim being 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	<p>As stated in SIP priority 1: Delivering a Cultural Reset to re-elevate:</p> <ul style="list-style-type: none">- the school's vision and values and curriculum- the highest expectations for staff, pupils and the school as a learning environment <p>Please also see separate Cultural reset document, which breaks down the targets some of which are also outlined below, as they link to challenges for PP children.</p>
2	<p>As stated in SIP priority 2: Ensuring our core curriculum is ambitious for all: designed to give all pupils – particularly the disadvantaged – the knowledge and cultural capital to consistently achieve highly</p> <ul style="list-style-type: none">- Closing the vulnerable pupil 'gaps': progress, attainment, attendance
3	<p>Attendance of PP children and narrowing the gap between attendance of PP & Non-PP children this year. The attendance of PP children in the 23/24 academic year was 92.83% compared with 94.58% for Non-PP children. It will be an area we will focus on as a key priority, as the impact this has on children missing education is significant and contributes to the gap in attainment for PP children. This will take into account the new government guidance on attendance this year.</p>
4	<p>Personalisation in the approach to behaviour support for our most vulnerable pupils, in order their complex SEMH needs are being met in the Hive area, whilst ensuring they also achieve expected rates of progress.</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
<p>As stated in SIP 1 Delivering a Cultural Reset includes:</p> <p>The end of KS assessment gap between PP children and their non-PP peers</p>	<p>QLA of last years SATs completed – school weaknesses identified/ monitoring completed</p> <ul style="list-style-type: none"> - Work with the Year 6 teacher to ensure this is being planned for and addressed <p>Shared with all teachers to ensure common weaknesses are high priority.</p> <p><i>Triangle assessments</i> completed for these sessions to monitor progress against the specific areas addressed.</p> <p>All relevant adults aware of the key data for the children and groups they have responsibility for and they have effectively target set and planned to meet the needs identified by the data.</p> <p>Maths / English progress meetings implemented 1 per half term with KS groups and the subject leaders</p> <ul style="list-style-type: none"> - targets set - planning audited to ensure coverage is maintained - books analysed to triangulate this <p>The assessment gap is narrowed at the end of the year.</p>
<p>Reading data Improved at the end of the year, compared to 2023-24</p>	<p>Reading strategy refreshed Including</p> <ul style="list-style-type: none"> - Public celebration and display of how we foster a love of reading for all <ul style="list-style-type: none"> o School, class displays o Website o Newsletters / FLS partnership work <p>Clarity for all with what we do to ensure we foster a love of reading for all:</p> <ul style="list-style-type: none"> -What we do and how we do it -How this is driven by our PP children's needs <p>Improved reading data at the end of the year, compared to 23-24 data.</p>
<p>Improved quality of provision in the EYFS leading to Improved <u>good levels of development</u> at the end of Summer 2025, compared to previous year.</p>	<p>Staffing reviewed and is set up to best meet the needs of the children / teachers and EYFS lead</p>

	<p>The outdoor learning area is a stimulating learning resource and space – challenging children’s next steps, intriguing investigation and inspiring</p> <p>All children had targets for their next most important steps to good levels of development and have achieved these.</p> <p>Clear assessment processes in place and regular progress meetings to ensure all children are working towards their targets</p> <p>Positive transition from Oasis and feeder nurseries firmly In place.</p>
<p>As stated in SIP1 and 2 Ensuring our core curriculum is ambitious for all: designed to give all pupils – particularly the disadvantaged – the knowledge and cultural capital to consistently achieve highly</p> <p>Closing the vulnerable pupil ‘gaps’: progress, attainment, attendance</p>	<p>Consistency in how curriculum planning is recorded and in the expectations for subject leadership across the school.</p> <p>A curriculum review completed – carried out by SLT / Leading Edge School Improvement Lead</p> <ul style="list-style-type: none"> - All leaders can rationalise the sequence and the structure of their curriculum and understand how this fits with the overall curriculum intent. <p>The gaps for vulnerable pupils Is closing In terms of: progress, attainment, attendance</p> <p>Consistent teaching sequence across the school</p> <p>A clear and consistent teaching sequence embedded:</p> <ul style="list-style-type: none"> - children’s knowledge reactivated and skills that will help them meet the LO for the lesson <ul style="list-style-type: none"> o not questioning for knowledge – rather a reawakening of where they finished last time / past activities completed - Watertight LOs – what will the children leave knowing or being able to do that they couldn’t before or how they will be better at it! <ul style="list-style-type: none"> o Simple and regularly revisited at each stage of the lesson - I do – model the learning – telling the key knowledge and information (not asking) - We do – working together to reinforce the expectations and the - You do – expectations for quality, quantity, level of independence, working method MUST have been made totally explicit and checked for understanding <ul style="list-style-type: none"> o Necessary adaptations to scaffold learning for all (including SEND) have been made o Required GDS provision in place – stretch and deepen knowledge and quality of outcomes

	<ul style="list-style-type: none"> ○ Behaviour for learning routines and expectations clear and insisted upon <p>Feedback structures embedded that drive progress</p> <ul style="list-style-type: none"> - Unless children have specific identified needs feedback has really high expectations for all - Structures utilised for whole class feedback - Live marking practice of all teaching staff developed <p>Children given long-enough to independently demonstrate their learning and their individualised output can demonstrate progress against the LO and curriculum objectives</p>
Improved clarity and simplicity around whole school behaviour expectations and routines.	<p>Behaviour Policy reviewed by all staff</p> <ul style="list-style-type: none"> - Processes and expectations on all staff within the School specific appendices - Behaviour Support Plans and Individual Risk Assessments completed as necessary, which are shared with parents and regularly reviewed. <p>School rules rebranded– simplicity being the key (based on research from P Dix – When the Adults Change Everything Changes)</p> <ul style="list-style-type: none"> - Rules shared with the whole school community and all are children know rules and expectations. <p>Walk Thrus - Staff CPD completed to address initial key elements of behaviour management</p> <p>Staff meeting time completed to ensure consistency of ethos, approach and expectations. Agreed essentials for class teachers in place:</p> <ul style="list-style-type: none"> - Routines for listening to others - Signal, Pause, Insist - Routines for moving around the class and the school - Lunch time and breaktime routines - Assembly routines
Attendance- PP attendance to be in line with peers.	<ul style="list-style-type: none"> - Close tracking and analysis by Head/DHT with regular EWO input ensures any children that have persistent absence and/ or a high level of broken weeks are targeted with a clear sequence of letters from the Head/ governors. - Evidence shows that when children have been targeted attendance has been improved. - Attendance Lead is trained with the latest updates regarding government policy.

	<ul style="list-style-type: none"> - Attendance Lead has reviewed attendance policy in line with Leading Edge. - Attendance Lead to have clear communication with EWO and Cornwall Council Attendance Officer (once a term). – - Associated paperwork (action plan / absence request forms etc) are updated with current guidance and are actively used and monitored. - Staff receive CPD regarding the attendance policy / codes to use on registers. - Parents are updated regularly regarding the attendance policy. - Whole school attendance is inline or above the national average – 96%.
<p>Personalisation in the approach to behaviour support for our most vulnerable pupils, in order their complex SEMH needs are being met in the Hive area, whilst ensuring they also achieve expected rates of progress.</p>	<p>SENDCo and <i>Leading Edge</i> School Improvement Partner embedded an agreed approach to writing personalised Risk Assessments and Behaviour Support plans</p> <p>SENDCo and class teachers put these in place for the most vulnerable pupils (triage)</p> <p>Risk Assessments and Behaviour Support plans agreed and communicated with relevant parties:</p> <ul style="list-style-type: none"> - Children and families - Staff at all levels <p><i>Reviewed and adapted by all parties as necessary</i></p> <p>As appropriate most vulnerable children have personalised timetables, which meets their needs, and states when they are in class and when they access the Hive area.</p> <p>All staff have received the appropriate training for and built the appropriate knowledge to effectively and consistently support our most vulnerable pupils, Including basic training for:</p> <ul style="list-style-type: none"> ○ SEMH ○ ASD ○ Attachment ○ PDA ○ Positive handling for required staff. ○ Emotion coaching

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close the end of KS assessment gap between PP children and their non-PP peers</p> <p>Actions:</p> <p>QLA of last years SATs – school weaknesses to be identified/ monitoring completed</p> <p>Work with the Year 6 teacher to ensure this is being planned for and addressed</p> <p>Share with all teachers to ensure common weaknesses are high priority.</p> <p><i>Triangle assessments</i> completed for these sessions to monitor progress against the specific areas addressed.</p> <p>All relevant adults aware of the key data for the children and groups they have responsibility for and they have effectively target set and planned to meet the needs identified by the data.</p> <p>Maths / English progress meetings implemented 1 per half term with KS groups and the subject leaders</p> <ul style="list-style-type: none"> - targets set - planning audited to ensure coverage is maintained - books analysed to triangulate this 	<p>Plan follows advice set out by EEF: https://educationendowmentfoundation.org.uk/education-evidence/primary</p> <p>EEF research to make best use of TA's: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=teaching%20ass</p>	1, 2, 4
<p>Reading data Improved at the end of the year, compared to 2023-24</p> <p>Actions: Reading strategy refreshed including</p> <ul style="list-style-type: none"> - Public celebration and display of how we foster a love of reading for all <ul style="list-style-type: none"> o School, class displays 	<p>See EEF research for improving Literacy in KS1 and 2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1, 2, 4

<ul style="list-style-type: none"> ○ Website ○ Newsletters / FLS partnership work <p>Clarity for all with what we do to ensure we foster a love of reading for all:</p> <p>-What we do and how we do it -How this is driven by our PP children's needs</p>	evidence/guidance-reports/literacy-ks2	
<p>Improved quality of provision in the EYFS leading to Improved <i>good levels of development</i> at the end of Summer 2025, compared to previous year.</p> <p>Actions:</p> <p>Staffing reviewed and is set up to best meet the needs of the children / teachers and EYFS lead</p> <p>The outdoor learning area is a stimulating learning resource and space – challenging children's next steps, intriguing investigation and inspiring</p> <p>All children had targets for their next most important steps to good levels of development and have achieved these.</p> <p>Clear assessment processes in place and regular progress meetings to ensure all children are working towards their targets</p> <p>Positive transition from Oasis and feeder nurseries firmly in place.</p>	<p>See EEF research based on Early Years: https://educationendowmentfoundation.org.uk/education-evidence/early-years</p>	1,2,4
<p>Ensuring our core curriculum is ambitious for all: designed to give all pupils – particularly the disadvantaged – the knowledge and cultural capital to consistently achieve highly</p> <p>Closing the vulnerable pupil 'gaps': progress, attainment, attendance</p> <p>Consistency in how curriculum planning is recorded and in the expectations for subject leadership across the school.</p> <p>A curriculum review completed – carried out by SLT / Leading Edge School Improvement Lead</p> <ul style="list-style-type: none"> - All leaders can rationalise the sequence and the structure of their curriculum and understand how this fits with the overall curriculum intent. <p>The gaps for vulnerable pupils is closing in terms of: progress, attainment, attendance</p>	<p>Plan follows advice set out by EEF: https://educationendowmentfoundation.org.uk/education-evidence/primary</p>	1,2,4

Consistent teaching sequence across the school

A clear and consistent teaching sequence embedded:

- **children's knowledge reactivated** and skills that will help them meet the LO for the lesson
 - o not questioning for knowledge – rather a reawakening of where they finished last time / past activities completed
- **Watertight LOs** – what will the children leave knowing or being able to do that they couldn't before or how they will be better at it!
 - o Simple and regularly revisited at each stage of the lesson
- **I do** – model the learning – telling the key knowledge and information (not asking)
- **We do** – working together to reinforce the expectations and the
- **You do** – expectations for quality, quantity, level of independence, working method **MUST** have been made totally explicit and checked for understanding
 - o Necessary **adaptations to scaffold learning for all** (including SEND) have been made
 - o **Required GDS provision in place** – stretch and deepen knowledge and quality of outcomes
 - o Behaviour for learning routines and expectations clear and insisted upon

Feedback structures embedded that drive progress

- Unless children have specific identified needs feedback has really high expectations for all
- Structures utilised for whole class feedback
- Live marking practice of all teaching staff developed

Children given long-enough to independently demonstrate their learning and their individualised output can

demonstrate progress against the LO and curriculum objectives		
<p>Improved clarity and simplicity around whole school behaviour expectations and routines.</p> <p>Actions: Behaviour Policy reviewed by all staff</p> <ul style="list-style-type: none"> - Processes and expectations on all staff within the School specific appendices - Behaviour Support Plans and Individual Risk Assessments completed as necessary, which are shared with parents and regularly reviewed. <p>School rules rebranded– simplicity being the key</p> <ul style="list-style-type: none"> - Rules shared with the whole school community and all are children know rules and expectations. <p>Walk Thrus - Staff CPD completed to address initial key elements of behaviour management</p> <p>Actions: Staff meeting time completed to ensure consistency of ethos, approach and expectations. Agreed essentials for class teachers in place:</p> <ul style="list-style-type: none"> - Routines for listening to others - Signal, Pause, Insist - Routines for moving around the class and the school - Lunch time and breaktime routines - Assembly routines 	<p><i>Based on research from P Dix – When the Adults Change Everything Changes</i></p> <p>Using the Walk thru approach: https://walkthrus.co.uk/how-does-it-work</p> <p>WalkThrus is supported by:</p> <ul style="list-style-type: none"> - evidence from cognitive science which provides a clear model for learning - evidence from the study of effective professional development 	1-4
<p>Attendance- PP attendance to be in line with peers.</p> <p>Actions:</p> <ul style="list-style-type: none"> - Close tracking and analysis by Head/DHT with regular EWO input ensures any children that have persistent absence and/ or a high level of broken weeks are targeted with a clear sequence of letters from the Head/ governors. 	<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK (www.gov.uk) advice. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	3

<ul style="list-style-type: none"> - Evidence shows that when children have been targeted attendance has been improved. - Attendance Lead is trained with the latest updates regarding government policy. - Attendance Lead has reviewed attendance policy in line with Leading Edge. - Attendance Lead to have clear communication with EWO and Cornwall Council Attendance Officer (once a term). – - Associated paperwork (action plan / absence request forms etc) are updated with current guidance and are actively used and monitored. - Staff receive CPD regarding the attendance policy / codes to use on registers 		
<p>Personalisation in the approach to behaviour support for our most vulnerable pupils, in order their complex SEMH needs are being met in the Hive area, whilst ensuring they also achieve expected rates of progress.</p> <p>Actions: SENDCo and <i>Leading Edge</i> School Improvement Partner embedded an agreed approach to writing personalised Risk Assessments and Behaviour Support plans</p> <p>SENDCo and class teachers put these in place for the most vulnerable pupils (triage) Risk Assessments and Behaviour Support plans agreed and communicated with relevant parties:</p> <ul style="list-style-type: none"> - Children and families - Staff at all levels <p><i>Reviewed and adapted by all parties as necessary</i></p> <p>As appropriate most vulnerable children have personalised timetables, which meets their needs, and states when they are in class and when they access the Hive area.</p> <p>All staff have received the appropriate training for and built the appropriate knowledge to effectively and consistently</p>	<p>Research from EEF on improving social and emotional learning in primary schools:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Consider evidence from EEF on selecting the interventions that have most impact: Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,4

<p>support our most vulnerable pupils, Including basic training for:</p> <ul style="list-style-type: none"> ○ SEMH ○ ASD ○ Attachment ○ PDA ○ Positive handling for required staff. ○ Emotion coaching 		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Hive area of the school has up to 4 TA's who work together to support the children with the highest needs within the school, including those that already have EHCP's and those that are awaiting them. Each child has a personalised curriculum, which matches their needs and balances the amount of time they spend within their class, with their peers and the amount of time they spend in the Hive. This varies according to need. It is also available to any other children, including pupil premium, when they need social emotional nurture sessions, individualised PSHE sessions (often linked to emotions), or life skills sessions. Some children will need to access the Hive on a long term basis, whereas some will just need the supportive approach and 'safe' space for a shorter time to get them through a challenging time.</p>	<p>Research from EEF on improving social and emotional learning in primary schools:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Consider evidence from EEF on selecting the interventions that have most impact: Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4
<p>Read Write Inc- school uses the Read Write Inc approach to target the teaching of phonics and reading from an early age. Children in KS1 and some in KS2 are in targeted groups, which</p>	<p>Evidence from the Read Write Inc website.</p> <p>https://www.ruthmiskin.com/success-stories-3/</p>	1,2,3

supports progress. This is regularly assessed and reviewed, so that groups can be adjusted accordingly.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School to monitor and track data carefully and then act on it accordingly. They will work closely with the EWO to target families as needed, to ensure children are able to be in school as much as possible to be educated.</i>	Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK (www.gov.uk) advice. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1-4