

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Luddenden CE School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2021 - 24
Date this statement was published	01.10.23
Date on which it will be reviewed	01.10.24
Statement authorised by	Lisa Hoyle
Pupil premium lead	Lisa Hoyle
Governor / Trustee lead	N. Manning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87700
Recovery premium funding allocation this academic year	£8700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96400

Part A: Pupil premium strategy plan

Statement of intent

Luddenden CE School is strongly committed to inclusivity, well-being and achieving the very best for all our pupils. We recognise and understand the personal, social and academic challenges faced by our disadvantaged pupils and families, and all staff and governors share a collective drive to meet these pupils' needs and 'diminish the gap' between vulnerable pupils and their peers. Our pupil premium strategy aims to target support, resources and expertise at removing barriers to learning, facilitating access to learning and developing the necessary skills, values and confidence to succeed in school and in life. The core objectives for our disadvantaged pupils are that they are supported to; be ready to learn, read well, become numerate and develop positive self-esteem.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication skills and language delay
2	Disadvantaged pupils' lack of access to and love of books & reading
3	Family engagement with, and support for learning at home
4	The impact of social and mental health issues on pupils' readiness for school and learning
5	The impact of poverty on pupils' readiness for school and learning
6	Pupils' poor self-image and low self-esteem

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
Improve pupils' spoken language ability	Evidence of increased attention & engagement in lessons Improved vocabulary
Improve word reading and comprehension skills	Pupils develop firm foundations for literacy Pupils' reading ages consistently at or above their chronological age

Improve engagement with reading	Children enjoy reading and read widely and often
Ensure pupils are able to participate fully in phonics lessons and receive additional support where necessary	Most pupils meet or exceed the expected standard in phonics
Improve readiness and ability to learn by working to meet pupils' personal, social and emotional needs	Pupils' exhibit positive behaviour for learning Pupils engage well with learning Pupils learn and remember more
Improve pupils' self-confidence and self esteem	Pupils demonstrate a positive self-image which contributes to improved outcomes

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: £4370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further investment in additional resources to support the systematic teaching of phonics, including training & resources	The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)	1, 2
Further investment in high quality library and reading resources (including online resources)	Reading Research Centre for Literacy in Primary Education (clpe.org.uk)	1, 2, 3

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

Budgeted cost: £58868

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Delivery of NELI activities to target pupils	Evidence and programme development Nuffield Early Language Intervention (NELI) (teachneli.org)	1, 2
Retention of small class sizes and decreased adult to pupil ratios to support readiness engagement with learning	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
One to one and small group interventions for reading, writing, phonics, maths	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5,

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

Budgeted cost: £33162

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of attachment/trauma informed practice and resources	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Touchbase Circle of Security International – Early Intervention Program for Parents and Children	4, 5
One to one behaviour management support for target pupils	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
Establish and resource school Well Being Room for use by pupils, staff, parents and external agencies to support & promote social & emotional, mental health & well-being	Mental health resources for schools – Place2Be Openminds in Calderdale (openmindscalderdale.org.uk) Circle of Security International – Early Intervention Program for Parents and Children	3, 4, 5
Engage pupils and families in Active Schools programme and improve activity levels	Yorkshire Sport Connect, influence, provide	3, 4, 5

Total budgeted cost: £96400

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 2022 to 2023 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

Work with pupils and families regarding personal, social, emotional and mental health resulted in improved attendance for PP pupils - Attendance of PP pupils rose significantly during 2020-21 to 95.87 compared to Whole school average of 95.61 and 95.44 for Non PP pupils.

Phonics training for all staff improved the quality of phonics teaching and accelerated progress towards the majority of pupils reaching the required standard.

Additional staffing provision in the Early Years ensured smoother transition into school and development of PP pupils early language skills.

Investment in targeted group interventions for PP pupils raised pupil's reading ages to nearer match or exceed their chronological age.

Actions, support and interventions focused on improving the behaviour and development of attachment aware and trauma informed practice resulted in improved engagement and access to learning incidents and reduced behaviour incidents for target pupils and across the school.

Improvements in spelling and vocabulary evidenced in pupils' work.

Engagement with the Teaching for Mastery programme improved the quality of teaching in Maths and enabled a greater proportion of PP pupils to reach the expected standard according to internal assessment data. In Year 6 all PP pupils made expected or better progress from their starting points.

Provision of Purple Mash and digital devices for PP pupils enabled access to remote learning.

Subsidy of new wrap-around care provision (Treetops) supported improved punctuality, access to healthy meals and safeguarding for most vulnerable pupils. Flexibility of provision also enabled parents to gain employment to fit around family go to college

Externally provided programmes

Programme	Provider
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Read, Write Inc Spelling	Oxford Owl
Power of Reading	CLPE
Purple Mash	2 Simple
Real PE	Creative Development
White Rose Maths Schemes of Learning	White Rose Maths
Charanga Musical School	Charanga
TT Rockstars	Maths Circle
Reading Planet Rocket Phonics	Rising Stars
Letter Join	Letter Join

Further information

In addition to the targets and actions described above, our school team goes above and beyond our educational duty in supporting disadvantaged pupils and families. We make the most of community links to cater for pupils' social and emotional needs as well as their academic needs with the aim of improving their general well-being and readiness to learn. We provide support for our families with a wide range of actions, arrangements and processes, including but not restricted to;

- Providing uniform and learning resources
- Referrals to Noah's Ark group and individual counselling services
- Liaison with St Mary's church & community groups
- Food parcels, Christmas hampers, Easter eggs, etc.
- Additional, personalised support with punctuality & attendance
- Early Help referrals
- Support with secondary school transition
- Signposting community services
- Providing additional nursery hours to ensure the best possible start
- Free out of school activities
- Subsidising trips and residentials
- Providing/subsidising before & after school child-care
- Providing breakfasts where necessary
- Free family learning activities
- Fruit & milk schemes
- Hand to Mouth journeys