

Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2024 - 25
Date this statement was published	01.12.24
Date on which it will be reviewed	01.12.25
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	£82880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£82880

Part A: Pupil premium strategy plan

Statement of intent

Luddenden CE School is strongly committed to equity, 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

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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further investment in additional resources and training to support the systematic teaching of phonics, extending the teaching of phonics into Nursery	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
Enhance provision for pupils eligible for PP in Early Years and with SEND	Preparing for Literacy EEF	1, 4
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

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

Budgeted cost: £4275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing strategies to prepare for and improve literacy from EYFS to KS2	Preparing for Literacy EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF	1, 2
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: £3529

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

Provide additional free Nursery hours to ensure a positive start	Best start in life: a research review for early years - GOV.UK	
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Total budgeted cost: £82880

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 2023 to 2024 academic year.

<p>Attainment of disadvantaged children compares favourably with national averages for all children in EYFS, Phonics and KS2.</p> <p>Work with pupils and families regarding personal, social, emotional and mental health resulted in improved attendance for PP pupils.</p> <p>Phonics training for all staff improved the quality of phonics teaching and accelerated progress towards the majority of pupils reaching the required standard.</p> <p>Additional staffing provision in the Early Years ensured smoother transition into school and development of PP pupils early language skills.</p> <p>Investment in targeted group interventions for PP pupils raised pupil's reading ages to nearer match or exceed their chronological age.</p> <p>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.</p> <p>Improvements in spelling and vocabulary evidenced in pupils' work.</p> <p>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.</p> <p>Subsidy of 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</p>

Externally provided programmes

Programme	Provider
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

At Luddenden CE School, we take every opportunity to support and engage with all families and to help ease the burdens of the cost-of-living crisis and poverty. We welcome families from all faiths and none, and strongly believe that the more we can support our families, the better circumstances are for children and the more able they are to engage with learning and achieve their true potential.

In our community, the damaging impact of the cost-of-living crisis manifests itself in ever increasing risk factors negatively affecting children's safety, well-being, education and attendance.

However, together, our unique school family is united in striving to deal positively & effectively with community challenges and managing the impact of such issues. Together, driven by and true to our core Christian values, we are proud to offer open ears, doors and hearts for anyone that needs them. We aim to provide extensive and varied care and support for our children, families and wider community via;

- Additional, personalised support with punctuality & attendance
- Being available to offer personalised emotional support
- Weekly food parcels & providing daily breakfasts & snacks for pupils
- Providing very flexible before and after school care at cost. There is no sign-up cost and places can be booked for full and part sessions. Being able to book only the time they need enables some parents/carers to work without all their wages being swallowed up by child-care. This also helps with attendance at appointments, accessing services, etc.
- Providing an extra 15 free top-up nursery hours for families only eligible for 15 hours. This enables parents/carers to attend appointments, job-see, access services etc. during school hours
- Signposting local and national support services via newsletters, assemblies, website etc.
- Free extra-curricular activities and whole or part funding school trips
- Support from Friends Of Luddenden School & organising inclusive events that all children are able to take part in
- Hosting Luddenden Stay & Play Pre-School community group for families of younger children
- Collecting and sharing pre-loved uniform in school and via St Mary's Pop-In Shop (a local charity shop run by St Mary's church)
- Weekly drop-in sessions offering advice and signposting to services to support with things like healthy eating/lifestyles, budgeting, behaviour management, routines and boundaries, sleep problems, etc. We also help with encouraging positive mental health for parents/carers and children
- Help with form-filling and providing internet & phone access for parents/carers if needed
- Working closely with Calderdale Adult Learning to provide Free Family Learning sessions
- Working with Calder Food Support & Luddenden Mayor's Fund
- Fundraising to provide all children with Easter eggs and selection boxes
- Welcoming volunteers wishing to explore working in schools – experience increases their chances of gaining employment
- Supporting wider members of the community through our links with St Mary's church & St Mary's Pop-In Shop