

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ledbury Primary School
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julie Rees, Head teacher
Pupil premium lead	Rachel Ussher, Deputy Head teacher
Governor / Trustee lead	Lyn-Marie Norton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 118,360
Recovery premium funding allocation this academic year	£ 13,050
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	£ 131,410

Part A: Pupil premium strategy plan

Statement of intent

At Ledbury Primary School it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. We endeavour to understand every child's strengths and needs, making the best use of time and resources to move learning forwards.

We are committed to being an evidence informed school. This means that we use research and meta-analysis to make decisions about what and how we develop teaching and learning in our school.

Our curriculum ensures that we take account of the whole child and aim to prepare our pupils to become "skilled citizens who will shape a hopeful, compassionate, thriving future for themselves and other."

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our principles and approach will be as follows:

- High quality teaching will be our priority
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and acting swiftly
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged and EAL pupils than their peers.
2	Reading End of Key Stage assessments show disadvantaged pupils generally have greater difficulties with reading than their peers. We know that early reading success is crucial for future success overall.
3	Covid-19 The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge and skills gaps leading to pupils falling further behind age-related expectations, especially in writing.
4	Social & emotional needs Many of our pupils have complex social and emotional needs, including mental health. These challenges particularly affect disadvantaged pupils, and can adversely impact on their attainment.
5	Attendance Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5-6% lower than for non-disadvantaged pupils. 26-41% of disadvantaged pupils have been 'persistently absent' compared to 4-28% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	End of summer 2022 and 2023 data will show that disadvantaged pupils in EYFS and KS1 will have made accelerated progress. (Welcomm data)
Disadvantaged pupils will make rapid progress in reading from their starting point.	90% (KS2) and 79% (KS1) of disadvantaged pupils will achieve the expected standard or above in reading (end of summer 2022)
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.	End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 3%. • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 25%

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: £ 83,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources and subscription of Walkthru's. Regular staff training throughout the year.	WalkThrus is a selection of evidence-informed teaching strategies curated in six series. https://www.walkthrus.co.uk/	1, 2, 3, 4, 5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Research	1, 2, 3
Implementation of whole class reading lessons in KS2 and further development of reading across the whole school.	Research shows that addressing a number of reading areas can make huge gains- phonics, fluency and reading comprehension. Reading comprehension ; Phonics	2, 3
Implementation of White Rose maths scheme, including the use of high quality workbooks across the school from Y1 to Y6.	Research has shown that consistent use of the CPA (concrete, pictorial, abstract) method is highly effective in developing maths understanding. White Rose ; Bar modelling research The scheme is also based on a mastery approach, research suggests this approach can add up to an additional 5 months progress per term. Mastery	3
Development of knowledge organisers for key foundation subjects to ensure teachers' knowledge and understanding of prior and future learning.	Research shows that teachers need to understand the content of what they are teaching in order to maximise opportunities to learn. Effective pedagogies involve clear thinking about longer term learning outcomes. This also links to our work in Walkthrus. Great teaching toolkit ; Effective pedagogy	1, 3
Additional teachers to ensure no mixed age classes and for targeted small group tuition.	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition	1, 2, 3, 4

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

Budgeted cost: £ 19,000 (plus cost of intervention LPSs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum through SALT professional working with pupils and staff. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3
Implementation of a clear individual assessment system for maths which includes peer mentoring support.	Working closely with a maths consultant, we have implemented a programme of assessment and intervention, including using peer mentors for daily practise. Peer tutoring ; One-to-one tuition ;	3
Implementation of structured intervention programme. Following pupil progress meetings, pupils are identified and a structured programme is put into place.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Teaching Assistant interventions	1, 2, 3

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

Budgeted cost: £ 28,431

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being support team available to meet the needs of pupils and their families.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning	4
Strategies to promote good attendance implemented. There is a	Research shows that there is a direct correlation between attendance and success in schools.	4, 5

clear monitoring procedure and staff are pro-active in contacting families.	Government findings 2016;	
Targeted mental health support.	Research shows that Primary school children have long-term mental health benefit from counselling in school. Mental health research	4
Use of independent Thrive practitioner to support pupils identified as being in need of additional support.	Research shows that Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. impact of Thrive	4

Total budgeted cost: £ 131,410

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 2020 to 2021 academic year.

Objectives	Outcomes
To ensure quality first teaching so that all children make good progress or better, and the bottom 20% catch up.	Development of teaching strategies, underpinned by research such as Rosenshine's Principles, has ensured all children are settled and engaged in lessons. This calm environment, as seen in learning walks and through subject monitoring, is conducive to learning and children continue to make good progress.
To target the bottom 20% of pupils, especially in reading and writing, so that they make excellent progress.	Interventions, in particular Numicon and Funkey maths, have seen children make gains in their attainment.
To meet the wider needs of our children, by supporting promoting their emotional and physical wellbeing.	Children have been well supported throughout the pandemic. The well-being team have worked flexibly to support families according to their needs. As a result, children had a successful return to school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Purchasing devices to enable pupils eligible to take part in home learning.

What was the impact of that spending on service pupil premium eligible pupils?	Pupils were able to engage in home learning, keeping the connection with their class and class teacher. This led to a smooth transition when we re-opened fully.
--	--

Further information (optional)

At Ledbury Primary School, we frequently review and revise our provision for our disadvantaged pupils. We monitor their progress regularly and if planned action is not impacting on outcomes, we change planned actions immediately. We intend to analyse attainment and progress of our disadvantaged pupils and allocate the recovery premium funding updating the strategy with our plans. At times, we may include pupils who are not disadvantaged, but are not on track to meet expected outcomes, in some of our intervention groups.