Pupil premium strategy statement Ludlow Junior 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	585
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers: (3-year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Simon Watkins
Pupil premium lead	Deputy headteachers – Vanessa Chandler, Gillie Hotston and Emma Stevenson
Governor / Trustee lead	

Funding overview

Detail	amount 2024-2025	Predicted amount 2025 - 26	predicted amount 2026 - 27
Pupil premium funding allocation	£285,780	£291,496	£297,326
Recovery premium funding allocation	0	0	0
Total budget for academic year	£285,780	£291,496	£297,326
average for 2024-2027	£291,534		

Part A: Pupil premium strategy plan: Statement of intent

At Ludlow Junior School we aim to **support, challenge** and **inspire** all our pupils to be the very best they can be so we have high standards and expectations. As a team, we work together to create a culture where children are nurtured to feel safe and secure, valued as individuals and given opportunities to fulfil their potential.

With our pupil premium spend, our key aim is to:

- Ensure that our teaching and learning opportunities meet the needs of all pupils.
- ensure that appropriate provision is made to meet the needs of pupils who belong to vulnerable groups, which includes those from socially or economically disadvantaged backgrounds.
- ensure that the funding is used appropriately to meet the needs of any pupils at risk of underachievement, who are in receipt of free school meals.

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, (following the EEF toolkit guidance) which focuses on the following:

- High quality teaching

- Targeted academic support

- Wider strategies- including support for wellbeing, barriers to learning and attendance.

We base our actions, interventions and support around our knowledge of pupils and families, as well as research including that from the EEF toolkit.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Low attendance and persistent absenteeism of PP/disadvantaged children
4	Communication, Self-regulation and emotional development are all areas of challenge for a large proportion of our disadvantaged pupils. Some of these

	areas can be addressed through whole school and class measures, but some need more individual approaches.

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 reading attainment among disadvantaged pupils. Challenge 1	-There is a narrowed gap between disadvantaged and non-disadvantaged pupils at Ludlow Junior School. - Attainment and progress in reading at the end of KS 2 outcomes shows disadvantaged pupils at Ludlow achieve inline or better than national disadvantaged - Quality first teaching and targeted interventions ensure gaps are addressed and % of pupils achieving at or above ARE (age related expectations) increases. -Identify pupils on entry from KS1 with gaps in phonics are targeted and make progress in closing their gaps.
Improved maths attainment for disadvantaged pupils at the end of KS2. Challenge 1	-There is a narrowed gap between disadvantaged and non-disadvantaged pupils at Ludlow Junior School. - Attainment and progress in maths at the end of KS 2 outcomes shows disadvantaged pupils at Ludlow achieve inline or better than national disadvantaged - Quality first teaching and targeted interventions ensure gaps are addressed and % of pupils achieving at or above ARE (age related expectations) increases. - Increased percentage of disadvantaged pupils achieve over 20 marks on the multiplication test from the previous year. - Reduction in the gap between disadvantaged pupils and non-disadvantaged pupils achieving 25/25 and over 20 marks on the multiplication test.
Improved writing attainment for disadvantaged pupils at the end of KS2 Challenge 1	-There is a narrowed gap between disadvantaged and non-disadvantaged pupils at Ludlow Junior School. - Attainment and progress in writing at the end of KS 2 outcomes shows disadvantaged pupils at Ludlow achieve inline or better than national disadvantaged - Quality first teaching and targeted interventions ensure gaps are addressed and % of pupils achieving at or above ARE (age related expectations) increases.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Challenge 2 and 4	Sustained high levels of wellbeing by 2026/2027 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 • Wellbeing and RAMP reports show that pupils are making progress against individual areas of need.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Challenge 3	• Increased % of attendance of pupils to narrow the gap to the school target (96%), especially from disadvantaged pupils. • Increased % of punctuality, especially from disadvantaged pupils. • Decreased % of persistent absentees, especially from disadvantaged pupils.
To increase the percentage of disadvantaged pupils accessing wider provision e.g. music clubs, sports provision Challenge 2,3 and 4	• Increased number of disadvantaged pupils in music and sports' clubs • Increased participation within RAMPEE roles

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: £142,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. (coaching, professional develop meetings, INSET training,	EEF – Effective Professional Development Guidance Report EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) Coaching for teaching and learning: a practical guide for schools https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachm	1, 2, 4

team leader and subject leader training etc)	ent_data/file/327944/coaching-for-teaching-and-learning.pdf	
-Professional development. metacognition and teaching for mastery	EEF Guidance report: Metacognition and self-regulated learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Teaching and Learning toolkit - Metacognition and self regulation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation EEF teaching and learning toolkit mastery learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1
Allocation of funds for reading, writing and maths initiatives, subscriptions for high-quality curriculum development and high-quality texts.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully.	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	1

teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	

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

Budgeted cost: £71.445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions led by teachers and teaching assistants to support phonics learning, reading and other appropriate academic or social interaction support	EEF Guidance report: Making Best Use of Teaching Assistants - Recommendation 5 and 6: Use TAs to deliver high quality one-to-one and small group support using structured interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Teaching and Learning toolkit – Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 and 4
Funding to employ 2 learning mentors to: - develop mentoring interventions within the classroom children (predominantly disadvantaged) within the classroom on key learning behaviours. -develop pupil resilience, wellbeing and sense of	EEF attendance report findings https://d2tic4wvo1iusb.cloudfront.net/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1681219598 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3 and 4

belonging through 'rampee' program - develop parent engagement through involvement in RAMP program		
Deployment of Year 6 HLTA to deliver targeted interventions based on gaps analysis including disadvantaged pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 4
Release for team leaders to work with DHTs to create action plans for structured interventions and strategies for disadvantaged pupils.	-SIO monitoring report - EEF teaching and learning toolkit mastery learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 3 and 4

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

Budgeted cost: £71,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of LAPs to reward and incentivize positive attitudes, recognition of key school values and good attendance.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1, 2, 3 and 4
Embedding principles of good practice set out in the DfE's Working together to improve school attendance advice. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance (applies	3

	from 19 August 2024) (publishing.service.gov.uk)	
Deployment of learning mentors during break and lunch to develop positive whole school culture and ethos. Rampees roles to develop positive self-identify and sense of belonging within the whole school culture and ethos.	Internal monitoring reports SIO visit report Learning Mentor data reports Case Studies	2 and 4
Whole school approach to improving attendance – including a DHT lead, attendance wellbeing support role, EWO services to provide targeted support to individual families. Also, attendance breakfast club and rewards.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024_.pdf Supporting School Attendance - Reflection and Planning Tool | Education Endowment Foundation (d2tic4wvo1iusb.cloudfront.net)	1,2,3 and 4
Pupil and family wellbeing lead and wellbeing support to provide 1:1 and group sessions to key identified children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,3 and 4
Pupil and family wellbeing lead time to work with identified families in the community and where appropriate work alongside external agencies.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3 and 4
Senior Mental Health Lead (SMHL) – to develop and implement a whole school strategic plan for wellbeing and mental health. Focusing on leadership and management, ethos and environment, identifying need	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2 and 4

and monitoring impact, curriculum teaching and learning, student voice, staff development, parents/carers/ families and referrals		
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	2 and 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £285,780

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reading	2021-2022	2022-2023	2023 - 2024
School disadvantaged	71%	61%	71.4%
School non-disadvantaged	90%	69%	81%
School gap	19%	8%	9.6%
National disadvantaged	62%	60%	62.5%
National non-disadvantaged	80%	78%	79.3%
National gap	18%	18%	16.8%
School to national disadvantaged gap	+9%	+1%	+8.9%

MATHS	2021-2022	2022-2023	2023 - 2024
School disadvantaged	57%	66%	73.2%
School non-disadvantaged	88%	88%	81%
School gap	21%	22%	7.9%
National disadvantaged	56%	59%	59.2%
National non-disadvantaged	78%	79%	79%
National gap	22%	20%	19.8%
School to national disadvantaged gap	+1%	+7%	14%

WRITING	2021-2022	2022-2023	2023 - 2024
School disadvantaged	59%	75%	83.9%
School non-disadvantaged	79%	88%	88.1%
School gap	20%	13%	4.2%
National disadvantaged	55%	58%	59.1%
National non-disadvantaged	75%	77%	77.8%

National gap	20%	19%	18.7%
School to national disadvantaged gap	+4%	+17%	24.8%

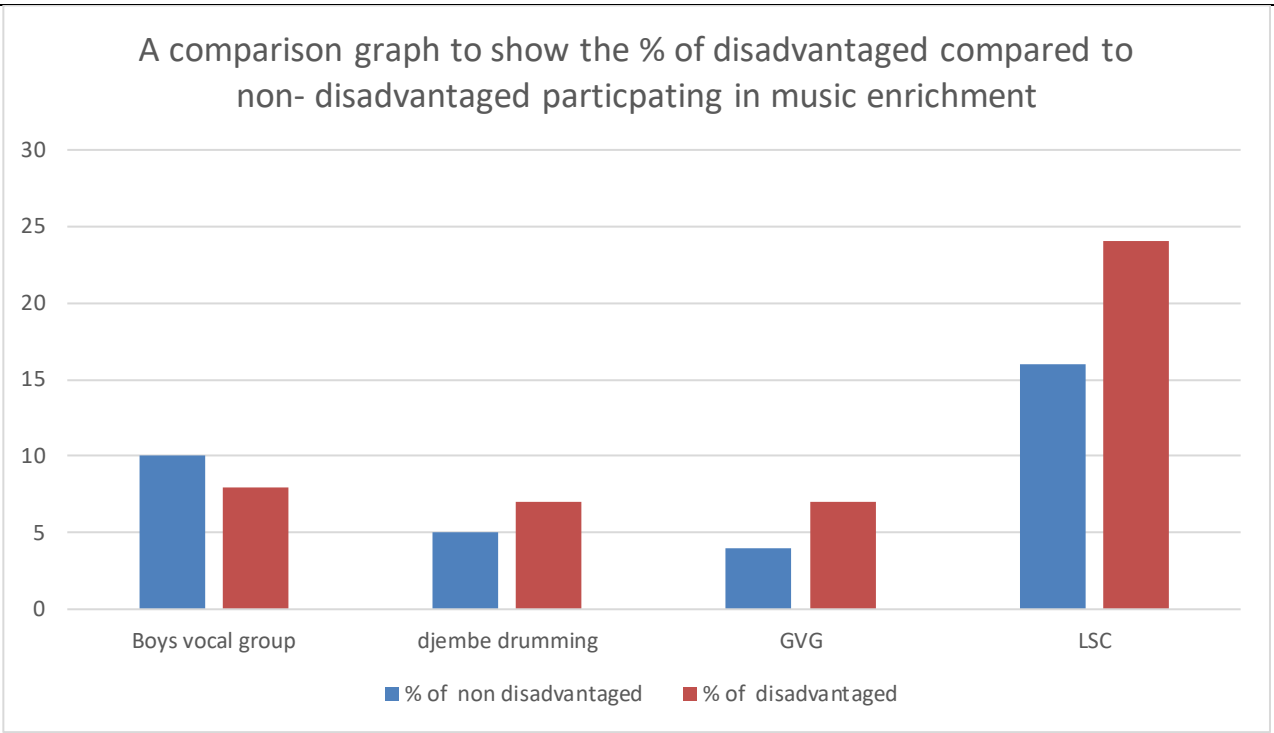
Progress towards intended outcomes by the end of our current strategy plan (2021-2024)		
Intended outcome	**Success criteria**	**Current position**
Improved reading attainment among disadvantaged pupils.	-Improvements in narrowing gap in reading between disadvantaged and non disadvantaged pupils. -Improvements in attainment for disadvantaged pupils.	**2021-22** School disadvantaged is 9% higher than national disadvantaged. 71% pupils achieved at the expected in reading. **2022- 2023** Reading attainment for disadvantaged is 1% higher than national disadvantaged. 61% of disadvantaged pupils achieved expectations **2023-24** Reading attainment for disadvantaged is 8.9% higher than national 71.4% of disadvantaged pupils achieved expectations **3 year Summary** Reading attainment for disadvantaged pupils has improved from 2022-2023 by 10.4%. The school gap between disadvantaged and non-disadvantaged has reduced from 2021- 2022 from 19% to 9.6% last year.
Improved maths attainment for disadvantaged	-Improvements in narrowing gap in maths between	**2021-22**

pupils at the end of KS2.	disadvantaged and non-disadvantaged pupils. -Improvements in attainment for disadvantaged pupils.	Maths school disadvantaged is 1% higher than national disadvantaged. 57% of disadvantaged pupils achieved expectations. **2022- 2023** Maths attainment for school disadvantaged is 7% higher than national disadvantaged 66% of disadvantaged pupils achieved expectations **2023-24** Maths' attainment for disadvantaged is 14% higher than national 73.2% of disadvantaged pupils achieved expectations. **3 year summary** Maths' attainment for disadvantaged pupils has improved from 2021-2022 by 16.2%. The school gap between disadvantaged and non-disadvantaged has reduced from 2021- 2022 from 21% to 7.9% last year. The school disadvantaged data compared to national disadvantaged data has positively widened and Ludlow disadvantaged children are achieving above that of national disadvantaged. Ludlow were 1% above in 2021-2022 and now 14% above.
Improved writing attainment for disadvantaged pupils at the end of KS2	-Improvements in narrowing gap in writing between disadvantaged and non-disadvantaged pupils. -Improvements in attainment for disadvantaged pupils.	**2021-22** Writing school disadvantaged is 4% higher than national disadvantaged.

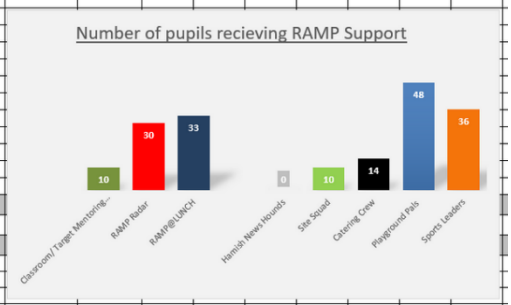
		59% of disadvantaged pupils achieved expectations. **2022- 2023** Writing attainment for school disadvantaged is 17% higher than national disadvantaged 75% of disadvantaged pupils achieved expectations **2023-24** Writing attainment for disadvantaged is 24.8% higher than national 83.9% of disadvantaged pupils achieved expectations **3 year summary** The gap between disadvantaged and non- disadvantaged children has narrowed since 2021-2022 from 20% to 4.2% in 2023-2024. The school disadvantaged data compared to national disadvantaged data has positively widened and Ludlow disadvantaged children are achieving above that of national disadvantaged. Ludlow were above by 4 in 2021-2022 and now are above by 24.8%.
Year 4 multiplication tables check	Attainment in line or above national	**2021-22** Disadvantaged average score is 19.4% 19.7% average score for whole. **2022- 2023** Disadvantaged average score is 15.8% 19.3% average score for whole. **2023-24**

		Disadvantaged average score is 17.3% 19.3% average score for whole cohort. **3 year summary** Multiplication facts needs to continue to remain a priority over the next 3 years for disadvantaged pupils to ensure that the gap is narrowed between disadvantaged and non disadvantaged.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 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	In 2023-2024 we provided 268 competitive opportunities which was 30% of the whole school. *Percentage who were disadvantaged and SEND - 81 PP (48%), 31 SEN (18%)* RAMP – see data below **Music enrichment** – 1/3 of disadvantaged pupils at Ludlow Junior school participate in music enrichment. See graph below for comparison to non-disadvantaged. **Trips/visits** Little Canada residential – 36% of children on the trip were disadvantaged. 55% of disadvantaged pupils in year 6 went on the trip, with 100% of the children experiencing enrichment either on the trip or back in school. Hooke Court residential – 28% of the children on the trip were disadvantaged. 54% of disadvantaged pupils in year 4 went on the trip, with 100% of the children experiencing enrichment either on the trip or back in school.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2022/23 demonstrated by: • the overall absence rate for all pupils being above 96% which will be 1.7% increase on 2022-23. This is above national figure of 92.5% in 2022-23. There is currently a gap of 10.1% in persistent absence rates between disadvantaged and non-disadvantaged. We aim to reduce this gap to a smaller than 8% gap. Persistent absence for children who are disadvantaged being less than 30%. National persistent absence for disadvantaged is 35.3%	2022/2023 Absence among disadvantaged pupils was 4.1% higher than their peers in 2022/23 and persistent absence 19.8% higher. Disadvantaged absence rate (8.3%) is 0.1% lower than national Disadvantaged persistently absent (27.2%) rate is 3% lower than national Disadvantaged who are severely absent (1%) were 0.1% lower than national. 2023/2024 Absence among disadvantaged pupils was 4.4% higher than their peers in 2023/2024 and persistent absence 17.6% higher. The gap between disadvantaged and other children has reduced since 2022/2023 for persistent absence. Disadvantaged absence rate (8.3%) is 0.1% lower than national Disadvantaged persistently absent (26.1%) rate is 3.2% lower than national Disadvantaged who are severely absent (0.9%) were 0.4% lower than national.



Summer 2023			
Raising Attainment Mentoring Programme full report	Number of Pupils	Pupil Premium	SEND
Classroom/ Target Mentoring (RAMP programme)	10	4	2
RAMP Radar	30	21	13
RAMP@LUNCH	33	16	14
Hamish News Hounds	0	0	0
Site Squad	10	3	2
Catering Crew	14	2	4
Playground Pals	48	5	1
Sports Leaders	36	8	2
TOTAL RAMPEES	108	18	9
Total pupils receiving RAMP Support (approx)	181	36	38
Total pupils on school role (approx)	557		
Total Pupil Premium on School Role (approx)	193		
Total SEND pupils across school	96		
Total percentage of pupils accessing RAMP support	32%		
Total percentage of pupil premium pupils accessing RAMP support	19%		
Total percentage of SEND pupils accessing RAMP support	40%		



Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Wandle Learning Trust
Grammarsaurus to inform curriculum planning	Grammarsuarus