

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	Luckington Community School
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 – 2023/24
Date this statement was published	19.10.21
Date on which it will be reviewed	01.09.22
Statement authorised by	David Cook
Pupil premium lead	David Cook
Governor / Trustee lead	Jennifer Hodges

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 9,400
Recovery premium funding allocation this academic year	£ 7,395
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	£16, 795

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended 'tiered' approach to define our priorities and ensure balance. Our tiered approach comprises three categories: **Teaching, Targeted Academic Support & Wider Strategies.**

Area of Principles	School Practice
Whole-school ethos of attainment for all	We have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
Addressing behaviour and attendance	We ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families
High quality teaching for all	We emphasise and deliver 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice
Meeting individual learning needs	We identify each pupil's challenges and interests. We seek the best strategies to help each pupil make the next step in his or her learning. We provide individual support for specific learning needs and group support for pupils with similar needs.
Deploying staff effectively	We devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train Teaching Assistants to effectively support pupils' learning
Impact driven and responsive to evidence	We effectively use data, and other evidence, to identify pupils' learning needs, review progress regularly and address underperformance quickly. We have manageable Assessment for Learning systems, which provide clear feedback for pupils. We use evidence to make decisions about support strategies.
Ambitious leadership	We have high aspirations and lead by example. We hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. We are aware of best practice within, and beyond, the school and invest in staff training.

Challenges

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

Challenge number	Detail of challenge
1	There are 3 year groups in Class 1 and 4 in Class 2. Managed incorrectly, this could present a barrier to strong academic and non-academic progress.
2	Luckington is a rural village, therefore parents do not have the same access to external support/activities (i.e. children's centres, holiday clubs etc.) - particularly those who do not have their own transport.
3	Suitable IT and internet connection to engage with remote learning and school's homework system which is on Google Classroom.
4	Pupils unable to take part in enrichment activities due to financial restraints.
5	Self-confidence, poor behaviour and negative attitude to learning can affect progress.
6	Poor attendance and punctuality can affect progress.
7	A high percentage of our Pupil Premium children also have Special Educational Needs.

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
To ensure strong academic progress for PP children from their starting points.	The progress of PP children is in line with or better than their non-PP peers.
To ensure good attendance and punctuality for PP children.	The attendance of PP pupils is good and at least in line with that of their non-PP peers.
To ensure that families are supported with barriers to learning and emotional well-being	Support is in place for all PP families where necessary.

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: £7,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a class teacher to teach maths to Year 5/6 every day for one hour.	We believe that the best outcomes for PP/vulnerable children in maths can be achieved with small class sizes. Therefore, by splitting the KS2 class, each child gets more individual attention and more targeted, age appropriate learning.	1
Purchase assessment and intervention tools for maths and reading and supply cover for pupil progress meetings	When a child's progress begins to slow, it is vital that intervention is put in place at the earliest opportunity. By carrying out Rising Stars summative assessment materials on a regular basis not only can we track progress, we can put in support as early as possible when it is needed. We will also buy resources from Shine, so that interventions are especially designed to meet the needs of particular PP children. Dedicated time needs to be allocated to look solely that progress and attainment of PP children. We will prioritise this activity by giving teachers release time ring-fenced specifically for this. We will also ensure that all staff have training over the space of the year about how to best support PP children, this will require supply staff in some cases.	1
Carry out regular Pupil Progress Meetings to track the progress of PP children.	During Pupil Progress Meetings and cross cluster Moderation Meetings we will specifically compare the writing of PP children against their non-PP peers, as well as against PP children in other schools.	1

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

Budgeted cost: £ 7,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Teaching Assistant to support teaching and learning, specifically to ensure small group support and intervention for PP pupils and to support children at playtimes.	<p>We believe that the best outcomes for PP/vulnerable children in maths can be achieved with small class sizes. Therefore, by splitting the KS2 class, each child gets more individual attention and more targeted, age appropriate learning. This is particularly important for those children with SEND.</p> <p>We have want to ensure that our ELSA can work with her children to take the skills they learn in their sessions and transfer them onto the playground. By having an extra TA, our ELSA can concentrate on this.</p>	5, 7
Employ a tutor from the National Tutoring Programme to ensure that Year 5 and 6 PP children are secondary school ready.	We have identified and are addressing gaps in learning caused by the school closures. Much of this can be addressed through our everyday teaching and intervention, so over the coming years, the younger children will have more time to bridge those gaps. Our Year 5/6 children have less time to get themselves secondary school ready and a tutor can work specifically to target areas for development with each child.	1

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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Marginal gains – make purchases to ensure that the no child's academic progress or emotional well-being is inhibited by the financial situation of their family	It is important to us that no child is left behind because of the financial status of their family. Therefore, we will use our Pupil Premium funding to support families where we feel that a child's ability to learn is at risk, or could enhance and enrich their learning experience	2, 3,4,5,7
Ongoing ELSA training.	Our ELSA can tackle some of the barriers to learning linked to mental health and welfare that children can display. She will prioritise PP/Vulnerable children in her work. We want to make sure that she has the	5

	most up to date training and research too.	
Parent Support Advisor	<p>We will continue to use our local Parent Support Advisor to support families with issues external to school that lead to barrier to progress either academically or in terms of well-being.</p> <p>One example of an area that she supports us with is low attendance. Low attendance is often a symptom of a deeper issue. Our Parent Support Advisor bridges the gap between home and school and can support parents overcome barriers at a 'ground level'.</p>	2,5,7

Total budgeted cost: £ 16795

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.

Planned Expenditure 2020/21						
School Improvement plan reference	Desired outcomes	Chosen action/approach	Evidence and rationale for choice	How will we ensure that it is implemented well?	Staff lead	Impact Review
i. Quality Teaching for All						
1,2	Pupils to make progress in line with that of their peers.	<p>Teaching assistant support full time in both classes.</p> <p>CPD - particularly with Boolean Maths Hub to improve quality of maths provision further.</p> <p>Headteacher to teach Y5/6 maths each day - small class sizes for maths.</p>	The nature of our classes means a wide range of ages/abilities in each class. The focus on smaller groups, with higher adult/child ratios means children are given more attention and we can plan lessons in a targeted way, using TAs to support children in making great progress.	Progress of PP children monitored separately from peers: pupil progress meetings, lesson observations, book scrutinies, cross-cluster moderation	<p>VN/JK</p> <p>JK</p>	<i>Pupil Premium children continued to make good progress and in some cases very good progress from their starting points.</i>
Estimated projected expenditure: £6000						
ii. Targeted Support						
2	<p>Pupils to make progress in line with that of their peers.</p> <p>Where needed pupils have support in place.</p>	Baseline assessments carried out in September - areas for development identified and TAs provide support.	Targeting areas for development, specific to each child means gaps in understanding are not left unaddressed.	<p>Progress of PP children monitored separately from peers: pupil progress meetings.</p> <p>Regular TA meetings to discuss children.</p>	DC	<i>See above</i>

				Continual CPD for staff.	DC	
Estimated projected expenditure: £2570						
iii. Other Support						
1,2	Disadvantaged children are not adversely affected by COVID-19 shutdown in relation to their peers	As a whole school approach we will have daily PSHE for the first term. Teachers will nominate children for more specific support with regards to re-turning to school, mentally, emotionally and behaviourally	It is vital to address academic gaps created by the lockdown, however, children will not be able to access this unless they are emotionally and mentally in a positive mindset; each child will have had a different experience of lock down.	Introduce regular 'pupils' section to staff meetings to discuss any issues that occur. ELSA to attend this part of the staff meeting allowing her to plan for those children accordingly.	DC/ES	<i>All PP children were engaged with learning during the closures, many were in school for the whole period. As a group, their level of progress is similar to that of their non-PP peers.</i>
3	All children can access further curriculum enrichment.	As a priority, the school will take all opportunities that arise to further enrich the curriculum. No child will be excluded from opportunities as a result of monetary cost, travel etc. Funds will be set aside to pay for this.	No child should miss out on the opportunities we provide due to their background or situation.	As part of subject reviews, there will be a focus on opportunities provided for and taken up by all groups of children inc. PP.	DC	<i>All PP children took part in enrichment activities this year: sports, author visits, residential visits etc.</i>
Estimated projected expenditure: £500						