

Pupil premium strategy statement Year Three of Three

This statement details our school's use of pupil 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 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	45
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed and republished	December 2024
Statement authorised by	Julie Gingell
Pupil premium lead	Julie Gingell
Governor / Trustee lead	Kara Arduş

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 5,445
Recovery premium funding allocation this academic year	£ 1,472.50
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	£ 10,620

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.

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.

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.**

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	Pupils unable to take part in enrichment activities due to financial restraints.
4	SEMH issues can have a negative impact on progress for some children.
5	Poor attendance and punctuality can affect 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
<p>To ensure strong academic progress for PP children from their starting points.</p> <p>With a focus on</p> <ul style="list-style-type: none"> Mathematics, Reading/Phonics – purchase and sustain implementation of Unlocking Letter and Sounds (ULS) Writing. 	<p>The progress of PP children is in line with or better than their non-PP peers through evidence informed approaches, specifically for;</p> <p>Mathematics</p> <p>Continue to develop our Maths teaching across the school using White Rose Maths resources and planning. To ensure KS2 have an additional Maths teacher.</p> <p>Phonics</p> <p>An important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. ULS is a DFE (Department for Education) Validated Systematic Synthetic Phonics programme and is intended to secure stronger phonics teaching for all children through high quality resourcing and a progressive structure.</p>
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 2023/24

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: £7,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
Headteacher and an additional teacher will teach maths each morning to split class 2 into two small classes to ensure targeted support to identified PP children.	The maths class sizes in Key Stage 2 will be small – this means that the children will have a more personalised, targeted and timely support. Increasing the opportunity for quality interactions between the teacher and pupils.	1, 4
A range of CPD; implementing a new phonic scheme; raising attainment through the use of technology; work with Ramsbury English Hub; and ongoing CPD through PDMs for behaviour support and subject leadership.	We understand that quality first teaching ensures that each pupil is provided with high-quality support to facilitate their learning and improve pupil outcomes.	1,4
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, 2

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

Budgeted cost: £ 1,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a teaching assistant for the afternoons to provide structured interventions for identified PP children	Timely, small group intervention has been very effective in the past, increasing outcomes and pupil confidence.	1, 4
Ensure that identified PP children are heard read by an adult everyday by enlisting the support of our parent volunteers	Regular reading for pleasure has enormous positive effects on academic attainment, well-being, vocabulary and critical thinking.	2,4

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

Budgeted cost: £2,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. DfE attendance guidance</p> <p>Termly certificates for good attendance and celebrated in assembly</p> <p>Parents are informed of attendance through newsletter.</p> <p>PP pupil attendance to be monitored more regularly and headteacher to meet with parents if attendance drops.</p>	<p>Strong attendance is an important factor in progress, both academically and socially.</p> <p>This guidance from the DfE gives advice to schools to support them to improve school attendance. It has been informed by:</p> <ul style="list-style-type: none"> • engagement with schools who have significantly reduced their persistent absence levels • teachers' standards • Ofsted's school inspection handbook • other DfE statutory and non-statutory guidance 	5

<p>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.</p> <p>PSA support and attendance at courses run by PSA.</p>	<p>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.</p>	<p>2,3,4,5</p>
<p>Attendance in local cluster events for pupils and staff.</p> <p>For Staff Staff will continue to develop as subject leaders who will impact on the quality of the implemented curriculum for Disadvantaged Learners. This will involve CPD and regular reviews within the school, supported by the Local Authority.</p> <p>For pupils Widening their opportunities to meet peers by attending a wide range of cluster school events. To include sporting activities and competitive games, shared learning and the arts.</p>	<p>Staff will need to consider;</p> <ul style="list-style-type: none"> • how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points • how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age appropriate level. <p>For pupils Meeting with peers from wider school network will facilitate opportunities to meet more children of their age group, improve confidence, social skills and wider curriculum opportunities.</p>	<p>2, 3, 4</p>
<p>ELSA provision for identified PP children and designated planning time for our ELSA.</p> <p>We will continue to support accreditation and ongoing professional</p>	<p>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.</p> <p>The average impact of successful Social and Emotional Learning interventions is an additional four months' progress over the course of a year. The security of this</p>	<p>4</p>

<p>development of ELSA sessions for children who need targeted support with their social and emotional development.</p> <p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.</p>	<p>evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, Social and Emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF-toolkit/social-and-emotional-learning</p>	
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Total budgeted cost: £13,662

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. This includes Recovery Premium Spending

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Employ a class teacher to teach Y5/6 maths and English every morning	We believe that the best outcomes for PP/vulnerable children 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	PP children without SEN in KS2 achieved the expected standard for R, W and M.
New PP lead teacher to take part in training designed to help understand PP needs and how best to support	An understanding of how to help with progress in this area is very important – our lead teacher is new to this role.	1, 2, 3, 4, 5	PP children without SEN across the school are making progress at a rate at least in line with their peers.
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	Cross-school moderation shows that the majority of our PP children are in line with their peers locally. Within school, the majority of PP children are meeting age related expectations in maths and English and where they are not, there is evidence of good progress.

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Employ a teaching assistant for the afternoons to provide small group, structured interventions for PP children in KS2	Timely, small group intervention has been very effective in the past.	1, 4	PP children without SEN across the school are making progress at a rate at least in line with their peers.
Ensure that PP children are heard reading by an adult everyday by enlisting the support of our parent volunteers	Regular reading for pleasure has enormous positive effects on academic attainment, well-being, vocabulary, critical thinking etc.	1	All PP children without SEN are reading at the expected standard

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

Budgeted cost: £795

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Termly certificates for good attendance and celebrated in assembly. Parents are informed of attendance through newsletter. PP pupil attendance to be monitored more regularly and headteacher to meet with parents if attendance drops.	Strong attendance is an important factor in progress, both academically and socially.	5	The picture is improving and regular meetings with the headteacher have moved attendance in the right direction.

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	We have supported families with residential, sports clubs and transport. Those children would otherwise missed out on these enrichment activities.
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 most up to date training and research too.	5	Entrance and exit ELSA assessments show that the children are making good progress in their particular areas of need.

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
White Rose Scheme of Work	White Rose
Edshed	Edshed
Twinkl	Twinkl
Unlocking Letters and Sounds	Unlocking Letters and Sounds
Purple Mash Computing	Purple Mash
Charanga Music	Charanga
Kapow French	Kapow