

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	49
Proportion (%) of pupil premium eligible pupils	8%
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 (15.07.22 update)
Date on which it will be reviewed	01.09.23
Statement authorised by	Vanessa Newman/David Cook
Pupil premium lead	Vanessa Newman/David Cook
Governor / Trustee lead	Jennifer Hodges

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,295
Recovery premium funding allocation this academic year	£ 0
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	£ 10,295

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	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
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: £ £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a class teacher to teach Y5/6 maths and English every morning	The class sizes in Key Stage 2 will be very small – this means that the children can have more personalised, targeted and timely support.	1, 4
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

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
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
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.	2,4

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

Budgeted cost: £ 795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	Strong attendance is an important factor in progress, both academically and socially.	5
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,
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.	4

Total budgeted cost: £ 10,295

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.

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
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	All Pupil Premium children in Year 5/6 are working at least expected in maths, GPS and science and the vast majority of Year 6 PP children made really strong progress from their KS1 results.
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	PP children across the school are making progress at a rate at least in line with their peers.
Carry out regular Pupil Progress Meetings	During Pupil Progress Meetings and cross cluster Moderation Meetings we will specifically compare the writing of PP children against their non-PP	1	Cross-school moderation shows that the majority of our PP children are in line with their peers locally. Within school, the majority

to track the progress of PP children.	peers, as well as against PP children in other schools.		of PP children are meeting age related expectations in maths and English and where they are not, there is evidence of very good progress.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
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	Behaviour in the school is good and there have been no exclusions. Children who can struggle with playtimes have strategies and arrangements in place.
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	In most cases our Year 6 PP children made good or better progress from KS1 to KS2. School results are

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.