

Pupil premium strategy statement – Luckington Community School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 – 2026/27
Date this statement was published	31 st December 2024
Date on which it will be reviewed	31 st December 2025
Statement authorised by	Julie Gingell
Pupil premium lead	Julie Gingell
Governor / Trustee lead	Kara Ardus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£7,740

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers.

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 intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point that need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	There are three year groups in class 1 and four in class 2. Managed incorrectly, this could represent a barrier to strong academic and non0academic progress.
2	Access to external support or activities limited (i.e. children's centres, holiday clubs, libraries etc), particularly those who do not have their own transport.
3	Lack of resources to support home learning tasks, e.g.parent confidence, parent willingness, lack of equipment or lack of appropriate space to learn at home.
4	SEMH issues can have a negative impact on progress for some children.
5	Poor attendance and punctuality can affect progress
6	Pupils unable to take part in extracurricular activities due to financial restraints.

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, with a focus on core subjects.	<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>Maths</p> <ul style="list-style-type: none"> Continuation of mastering number programme and mastery approach using white rose in class 2. To have an additional teacher for KS2 maths <p>Phonics/Reading</p> <ul style="list-style-type: none"> Embedding ULS synthetic phonic scheme. ULS is a DfE validated programme and is intended to secure stronger phonic teaching for all children through high quality teaching, resourcing and a progressive structure. Purchase of high quality texts to support fluency in readers as they progress into class 2 and that match their phonic knowledge. <p>Writing</p> <ul style="list-style-type: none"> Implementing Spelling Shed for all pupils to support age appropriate spelling knowledge and home learning through progressive structure following the NC and engaging activities. Embedding the spelling approach taught through ULS Embedding writing for a purpose across a range of genres for all pupils, ensuring pupils understand the success criteria
For all children and their parents have access to external support, as they require it.	<ul style="list-style-type: none"> All children visit the library van when it comes to the village School employ a parent support adviser to support and advise parent locally in school School advertises holiday activities and programmes for PP children especially School have a designated assistance email address for parents to use in confidence.
For disadvantaged pupils to have opportunity to complete home learning tasks to consolidate class work.	<ul style="list-style-type: none"> Recruit reading volunteers to listen to DL read Use Times Table Rock Stars to motivate all learners Timetable interventions for spelling for DL Use teacher led workshops to support parents in subject knowledge Maintain open communication with parents

For all pupils with SEMH needs to have access to ELSA	<ul style="list-style-type: none"> • Maintain open communication with parents • School have a designated assistance email address for parents to use in confidence. • Maintain ELSA timetabled sessions
To achieve and sustain improved attendance for all pupils, particularly our DL.	<ul style="list-style-type: none"> • To reduce the attendance gap between DL and their non-DL peers • To support all pupils in improving their attendance through school attendance meetings with the head teacher (attendance champion). • Ensure that practice reflects our ambitious policy and target
To ensure that no child misses out on extracurricular activities on the grounds of finances	<ul style="list-style-type: none"> • School have a designated assistance email address for parents to use in confidence. • Continue to use the Friends of the School to help fund all trips and visits • To sign post parents of talented PP children to gifted and talented courses and support those children to attend • To fund PP children music lessons

Activity in this academic year – Year 1 of 3 (2024-2025)

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head teacher and another teacher will teach maths and guided reading each morning to split class 2 into two smaller classes to ensure targeted support for all pupils.	Reducing-class-size – EEF – teaching and learning toolkit We understand that smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently and have higher quality interactions with pupils or minimise disruptive behaviour and so we ensure that we are working closely with all pupils across the week to notice and intervene at the point of learning.	1, 3

	Reading-comprehension-strategies – EEF – teaching and learning toolkit Teaching whole class guided reading through comprehension strategies focuses on the learners' understanding of the written text and expands vocabulary.	
Teacher CPD relating to pupil book study and being precise in the knowledge and skills assessed	Feedback – EEF – teaching and learning toolkit Feedback that provides specific information on how to improve is key to making strong progress. In being more precise in the task design, teachers can be precise in their assessments of these tasks. In turn, teachers can also assess how well that pupils are retaining knowledge and skills over time. Teachers ensure lessons are engaging and inspiring so that children are actively engaged and enjoy coming to school for these experiences.	1, 3, 5
Carry out pupil progress meetings to track the progress of all learners	Opportunities for teachers to discuss with colleagues the progress of the children in their class. Identifying and problem solving the barriers to learning together in a collaborative approach.	1, 3, 4

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

Budgeted cost: £3,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a teaching assistant for the afternoons to provide structured interventions	Teaching-assistant-interventions – EEF – teaching and learning toolkit Well-trained teaching assistants deliver targeted interventions for spelling, reading, speech, maths and ELSA. Social-and-emotional learning – EEF – teaching and learning toolkit	1, 3, 4, 5
Ensure that identified DL read to an adult three times a week.	One-to-one tuition – EEF – Teaching and learning toolkit This happens outside of lesson times and in addition to normal guided reading lessons. In addition, regular reading for pleasure has enormous positive effects on academic attainment, well-being, vocabulary and critical thinking.	3, 4, 5

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

Budgeted cost: £2,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a new attendance policy which follows the DfE's guidance. Attendance published in newsletters and at parents evenings. School attendance meetings and ESAs to discuss poor attendance.	DfE guidance – Working together to improve school attendance. Strong attendance is an important factor in progress, both academically and socially. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Fund a Parent Support Advisor who is available for all.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes, therefore supporting parents is also crucial.	2
Hold parent workshops to support parents in organising home learning tasks at home.	Parental-engagement – EEF – Teaching and learning toolkit	3
Pay for DL children to attend after school clubs and events. Continue our involvement in the Malmesbury Sports Cluster. Ask parents of PP children if they would be interested in AGaT courses run externally and then fund.	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Physical-activity – EEF- teaching and learning toolkit	4, 5, 6

Total budgeted cost: £13,899

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

We are unable to give precise percentages as our cohorts are so small, but the data demonstrated that all learners maintained current progress. We were able to identify learners early who were at risk of not maintaining progress and implement a series of interventions to help children catch up and keep up.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. We used writing moderation to ensure our judgements were accurate within the Hobbes Alliance (other small village schools).

The data demonstrates that we need to continue with our push for reading for pleasure, and need to pay particular attention to our DLs in this area.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. We are unable to publish our results relating to this as the cohorts are too small.

Our evaluation of the approaches delivered last academic year indicates that we need to continue delivering parent workshops on a range of areas to have greater impact when it comes to supporting children at home. We also have identified a need to recruit more reading volunteers so that our DLs can be heard read at least three times a week. We will continue to fund a Parent Support Advisor so that they can support on wider issues relating to parenting, health and attendance. The new attendance policy has made it easier to facilitate conversations with parents about absence.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose Scheme of Work - Maths	White Rose
EdShed - spelling	EdShed
Twinkl	Twinkl
Unlocking Letters and Sounds - phonics	ULS
Purple Mash - Computing	Purple Mash
Charanga Music	Charanga Music
Times Table Rock Stars	Times Table Rock Stars