

Pupil premium strategy statement – Year 2 of 3

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	43
Proportion (%) of pupil premium eligible pupils	7%
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	14th July 2025
Date on which it will be reviewed	July 2026
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	£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 Year Two of Three

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 nonacademic progress.
2	Access to external support or activities is limited (i.e. children's centres, holiday clubs, libraries etc), particularly to those who do not have their own transport.
3	Lack of resources to support home learning tasks, e.g. parent confidence, parent availability, 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
<p>To ensure strong academic progress for PP and DL children from their starting points, with a focus on core subjects.</p>	<p>The progress of PP and DL children is in line with or better than their non-PP/DL 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
<p>For all children and their parents have access to external support, as they require it.</p>	<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 parents locally in school ● School advertises holiday activities and programmes for PP and DL learners especially ● School to have a designated assistance email address for parents to use in confidence.
<p>For disadvantaged pupils to have the opportunity to complete home learning tasks to consolidate class work.</p>	<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 to 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 to 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 and DL children to gifted and talented courses and support those children to attend ● To fund PP/DL children music lessons

Activity in this academic year – Year 2 of 3 (2025-2026)

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
Headteacher 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.	<p>Reducing-class-size – EEF – teaching and learning toolkit</p> <p>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.</p> <p>Reading-comprehension-strategies – EEF – teaching and learning toolkit</p> <p>Teaching whole class guided reading through comprehension strategies focuses on the learners' understanding of the written text and expands vocabulary.</p>	1, 3

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
Improvement of our OPAL offer through CPD relating to effective instruction and the five-a-day model	SEND in Mainstream review - EEF Opportunity for teachers to discuss, review and use a range of strategies from the Teaching Walkthrus series to improve our Quality First Teaching and ensure effective Instruction for all learners.	1,4
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
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 disadvantaged pupils over the past academic year, using both national assessment data and our own internal summative and formative assessments. Due to the small size of our cohorts, we are unable to report precise percentages, but trends indicate positive progress.

Data shows that disadvantaged learners (DL) made particularly strong gains through preteaching interventions in maths, which had the most significant impact on progress. Engagement in whole class guided reading has also improved, supported by the careful selection of texts that match pupil interests and link to the curriculum.

Pupil progress meetings have enabled teachers and teaching assistants to monitor and discuss individual progress collaboratively, helping to identify and overcome barriers to learning. These meetings contributed to DL learners maintaining steady progress throughout the year.

A conferencing approach in writing, where teachers met individually with pupils to discuss their work, had the most notable impact on writing outcomes. This was reflected in improved moderation results for Year 6 and strong progress in writing among DL learners.

The recruitment of additional reading volunteers has increased reading opportunities for DL pupils, resulting in greater enjoyment and engagement. This is evident in their improved book choices in Key Stage 2 and more active participation in guided reading sessions.

Overall attendance stands at 96.1%, indicating a positive trend. However, while School Attendance Meetings have shown short-term improvements, these have not yet led to sustained change. A more consistent follow-up approach is needed.

Parental engagement remains a challenge. Attendance at workshops on home learning and digital safety was low, apart from the well-attended Reception reading meeting. Supporting parents to understand and implement the 'little and often' learning approach continues to be a key focus.

Lastly, promoting AGAT (Able, Gifted and Talented) courses has increased take-up among DL learners. These pupils valued the opportunity to connect with peers who share their interests, which boosted both motivation and confidence.

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
Mastering Number - Maths FREE	National Centre for Excellence in the Teaching of Mathematics
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