

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Luddenden CE School
Pupils in school	154
Proportion of disadvantaged pupils	44%
Pupil premium allocation this academic year	£66934
Academic year or years covered by statement	2018-21
Publish date	01.01.20
Review date	01.01.21
Statement authorised by	Lisa Hoyle
Pupil premium lead	Lisa Hoyle
Governor lead	R. Pegg

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.15
Writing	1.06
Maths	-5.64

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	18%
Measure	Activity
Priority 1	Development of Attachment Aware and Trauma Responsive practice to ensure all pupils are ready and able to learn and remember more
Priority 2	Engage with the Maths Mastery Readiness programme to improve leadership and embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring quality first teaching and improved behaviour for learning
Projected spending	£18161

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2020
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	July 2020
Phonics	Achieve national average expected standard in PSC	July 2020
Other	Improve the % of children @GDS in reading, writing and maths, and achieve national average expected standard in Reading and Writing in KS1	July 2020

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Priority 2	Establish and sustain small group targeted reading, writing and maths interventions to accelerate progress of disadvantaged pupils
Priority 3	Buy and embed use of Read, write inc. Spelling programme to improve spelling across all year groups
Barriers to learning these priorities address	Ensuring that pupils get off to the very best start in EYFS and KS1 and stop disadvantaged pupils from falling behind age-related expectations.
Projected spending	£31732

## Wider strategies for current academic year

Measure	Activity
Priority 1	Appoint an Attachment Lead and embed good practice throughout school

Priority 2	Deliver more detailed training for staff working with Children Looked After
Priority 3	Set up, resource and staff a breakfast club
Barriers to learning these priorities address	Improve the social, emotional and mental well-being of disadvantaged pupils so that they are ready to learn
Projected spending	£17041

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff are equipped to understand and deliver quality first teaching for all pupils	Review 1265 to include leadership time. Use of INSET days and staff development meetings. DHT Non-contact time
Targeted support	Ensure resources support best practice	Extend reading scheme resources across KS1 and into KS2
Wider strategies	Time to develop and embed AATR practice and ensure whole staff understanding	LT and LA Virtual School to model good practice and provide support. Clarity of rationale. Release time for Attachment Lead. Release time for SENDCO

## Review: last year's aims and outcomes

Aim	Outcome
Improve progress and attainment in Reading	Improvement across all year groups except Y3 which had an increase of lower ability PP pupils join during the year
Increase % of disadvantaged pupils achieving Greater Depth	Improvement in upper KS2. This will continue to be targeted. Mastery readiness course will continue to secure improved outcomes in maths.
Rapidly address the progress and attainment gap for disadvantaged pupils in Y6	Overall, disadvantaged pupils in Y6 made good progress from their starting points (0% GLD in EYFS to 25% RWM in Y6). Individuals' performance was variable and affected mostly by external factors. Work on pupils' social and emotional well-being is designed to address this issue further.