

Luddendenfoot Academy



Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Luddendenfoot Academy
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2027
Date this statement was published	September 2023
Date on which it will be reviewed	September 2027
Statement authorised by	C Greenwood
Pupil premium lead	C Greenwood
Governor / Trustee lead	M Briggs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,920
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	£34,920

Part A: Pupil premium strategy plan

Statement of intent

At Luddendenfoot Academy all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

Challenges

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

Challenge number	Detail of challenge
1 Pastoral	Some children have continued to display low levels of SEMH development.
2 Outcomes	Some children who qualify for pupil premium funding do not have access to wide variety of texts at home.
3 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions in reading, writing and maths
4 Enrichment	Some children eligible for pupil premium do not have access to enrichment activities and cultural capital opportunities.

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
Pupils with low level SEMH development. In KS1 And KS2 will be able to self regulate and be ready to learn by developing greater resilience, enabling them to improve their levels of concentration, confidence or/and organisational skills.	Vulnerable and disadvantaged children Social skills, independence, perseverance, resilience and team work are developed.

<p>Pupils enjoy reading and this impacts on learning in other areas of the curriculum.</p>	<p>Pupils will access high quality reading material.</p> <p>Pupils enjoy reading and actively choose to read for pleasure.</p> <p>Opportunities for children to read for pleasure are embedded within the ethos of the school.</p> <p>External data is strong in reading with particular reference to PP.</p>
<p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p>	<p>Pupils who are not ARE make accelerated progress.</p> <p>Percentage of pupils passing the phonics screening at the end of year 1.</p> <p>Pupils are working at expected standard at the end of KS1 and 2.</p> <p>All pupils have completed the RWInc programme by the end of KS1.</p>
<p>Pupils access a wide range of enrichment experiences both in and out of school.</p>	<p>Pupils have a range of opportunities to improve self-esteem, pursue a hobby and further develop relationships by having the opportunity to learn an instrument and join clubs of their choice.</p> <p>School trips and residential partially or fully funded to ensure access for all pupils.</p>

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: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured intervention programme in place delivered by trained LSAs	<i>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. The EEF Guide to Pupil Premium Spending.</i>	1
Appointment of new RWInc Lead who is responsible for continuing to monitor the quality of teaching and learning in RWInc	Reading Lead for Trust – experienced staff member able to lead SIP on promoting high standards in early reading. <i>EEF guide to pupil premium – tiered approach – teaching is the main priority, including CPD.</i> <i>Training and supporting highly qualified teachers and teaching assistants deliver targeted support.</i>	2
All staff receive on going CPD in RWInc synthetic phonics.	The EEF guide to PP spending says <i>“spending on improving teaching might include professional development”</i>	2
High quality RWInc books purchased to ensure fidelity to the RWInc programme and that books are closely matched to children's phonics ability.	<i>“Pupils who fail to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on english.”</i> DfE, The reading framework, 2021.	2
Audit of classroom reading materials available to children. Ensure children have access to high quality text linked to the national curriculum requirements and topics	<i>“Pupils who fail to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on</i>	2

<p>to develop a love for reading.</p> <p>Reading will be a key priority on the School Improvement plan 2023-2024.</p> <ul style="list-style-type: none"> • VIPERS Reading approach to be adopted across Y2-Y6 to enable effective delivery of high quality whole class shared reading sessions and feedback to improve learning. • Particular focus on small group children in receipt of pupil premium funding not making progress in reading 	<p>english.” DfE, The reading framework, 2021.</p>	
<p>CPD in maths and English to ensure all children receive quality first teaching. Linked to CDP plan.</p>	<p>The EEF guide to PP spending says “<i>spending on improving teaching might include professional development</i>”</p>	4

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

Budgeted cost: £15,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritization of structured intervention programme to be put in place and embedded part of the SIP</p>	<p><i>The EEF Toolkit notes significant gains in progress for pupils accessing small group tuition - +4 months. EEF Teaching & Learning Toolkit: Small Group Tuition. The EEF Toolkit also details significant gains in progress for pupils accessing 1:1 tuition - +5 months. EEF Teaching & Learning Toolkit: One to one Tuition. These forms of tuition also provide instant verbal feedback</i></p>	1, 2 & 3 and 4
<p>Purchase web based programmes to be used in school and at home. Mathletics, RWInc phonics and spelling.RWInc portal</p>	<p>EEF guide to pupil premium – targeted academic support.</p>	2, 3 and 4

After school maths club aimed at supporting and engaging specific children in the development of their maths learning.	Club lead by Maths Lead for school ensures <i>Quality first teaching has a direct impact on pupil outcomes.</i>	4 & 6
After school clubs targeted to encourage KS2 children to read.	Interventions to support language development, literacy, and numeracy/ One to one and small group tuition EEF	2 and 3

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

Budgeted cost: £5,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved Rainbows training due to previous online training now being face to face.	Rainbows gives children the opportunity to talk about their feelings with peers in a safe and nurturing environment.	5 & 6
Cultural capital experiences in addition to classroom experiences in sports tournaments HX7	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	6
Transport to school games		
PHSE Lead to work with Head of School on implementing: Rainbows Staff CPD ACE training – Mental Health training associated costs with travel and cover of class. Resilience workshops/Mental Health Champions SCARF resources	EEF Improving social and emotional learning in primary school guidance report states “ <i>there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</i> ”	5 & 6
Sports coach to run after school club – priority places for PP children.	EEF - <i>Sports participation and outdoor learning increases educational</i>	6

	<i>engagement, in relation to physical and mental health.</i>	
Minibus used to transport children to events such as music, sport and other visits.	Enrichment activities offer children a context for learning and a stimulus for increasing their interest.	6
Financial support for PP to reduce cost of trips.	Learning is contextualised in concrete experiences and enrichment activities.	6
Outdoor learning encouraged.	Learning is contextualised in concrete experiences and language rich environments. EEF – “ <i>outdoor learning increases educational engagement, in relation to physical and mental health</i> ”.	5 & 6

Total budgeted cost: £34,920

Part B: Review of outcomes 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome

All pupils by the end of KS1 can read.

The school has effectively implemented Read Write Inc. The school now can report that fidelity to the programme is strong because of the high quality and frequent CPD that has taken place since September 2021 for both teachers and teaching assistants. The Trust investment in the correct resources has supported this improvement journey. Furthermore, CPD and clear systems on the development of the curriculum has supported less variability in the quality of teaching. In Trust led quality assurance it is clearly evidenced that the sequential improvement in pupils reading has been seen term on term.

Intended Outcome

Pupils enjoy reading and this impacts on learning in other areas of the curriculum.

Pupil survey was carried out showed children enjoyed been given reading time during school and enjoyed the chance to reading different books/text types. Analysis of the survey showed that children enjoyed the reading areas in their classrooms and that they enjoyed the range of books they had to choose from. The survey did show that children don't think they are given enough time to explore the reading areas as well as a chance to explore the books on offer linked to other areas of the curriculum.

Intended Outcome

Pupils make accelerated progress in english and maths.

Intervention plans in place for pupil premium children whose progress falls below expected to support their progress including daily reading, mental maths.

Intended Outcome 5

Identify and mitigate the barriers to learning

Pastoral staff work skilfully with vulnerable families. Positive school and family relationships, borne of bespoke strategies implemented by the school during the pandemic have been adapted and built on, leading to a deep understanding of the barriers facing vulnerable families. This understanding has been supported by a consistent application of high expectations on pupils conduct and attendance to school. These expectations, excellent relationships with external support networks and strong in school strategies have mitigated the impact of the pandemic effectively.

Intended Outcome 6

Pupils access a wide range of enrichment experiences both in and out of school.

Pupils' experiences continued to be limited compared to a pre pandemic year. The school has worked with the Trust to develop a curriculum that brings pupils learning to life through appropriate curriculum experiences outside of the classroom. The school has worked effectively develop a rewards programme that has delivered both in school rewards and reward trips for pupils who achieved well.

Pupil behaviour at school has been supported by additional messaging and CPD for staff on leading behaviour in their classroom. This strategy allied to more frequent use of the full suite of the school's sanctions and rewards programme has improved pupils' behaviour. This was underlined in the Trust led review in the summer term.

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
Music instruments provided	Calderdale Music Trust
Senior mental health training	Anna Froyd Foundation
Sports tournaments	HX7

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This funding was used to provide pupils with an enrichment opportunity and football club
What was the impact of that spending on service pupil premium eligible pupils?	Increased communication in teamwork and building of friendships as well as a wider understanding of British values and democracy.