

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ludlow CE School
Number of pupils in school	597
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	P Hearle, Headteacher
Pupil premium lead	P Poulton, Assistant Headteacher
Governor / Trustee lead	S Poolton, Vice Chair of Local Academy Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,975
Recovery premium funding allocation this academic year	£37,260
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	£170, 235

Part A: Pupil premium strategy plan

Statement of intent

Our mission is to improve the life chances of those students who are disadvantaged through socio-economic challenge, and whose experience of the period of the pandemic has increased the gap to their peers; we intend for those children to attain excellence and develop resilience, through our care. We minimise cultural and social gaps, plan effective interventions, maximise opportunities in English and Maths and develop teacher knowledge and skills to identify barriers and opportunities for disadvantaged students. Our plan is a mixed economy of actions that support parents and carers to provide a level playing field of experience, whilst also providing a sustainable, expertly staffed curriculum that enables disadvantaged students to fulfil their potential. Over a three-year period of time, our disadvantaged students achieve their targets in line with their peers, and their attainment has historically increased. The proportion of disadvantaged students achieving Grade 5 in both English and Maths decreased when compared to the previously examined year, but the percentage that achieved their F20 estimates increased by 5.0%; the gap in attainment (Grade 5 in both English & Maths) narrowed in 2022, to 14.8% (compared to 21.8% in the previously examined year). The gap in terms of the percentage of students achieving their F20 target is not significant, but the Progress 8 gap is 0.31 pts (wider than in the previously examined year, but a better Progress 8 figure (by 0.12pts). The challenge will be to ensure that the Recovery Funding assists in reducing gaps still further, and in increasing attainment in the Basics, particularly Maths.

Challenges

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

Challenge number	Detail of challenge
1	<p>Improve attainment and close the gaps – Current Year 11 made a quarter of grade less progress in Year 10 (0.28 Progress 8 points)</p> <p>On entry, the average ability for the past three years Year 11 cohorts reveals that 48% of our disadvantaged pupils arrive below age-related expectations compared to 21% of their peers - a gap of 27%. This gap narrows whilst at Ludlow School, if one employs the metric of Grade 5 in English & Maths (18% average between 2020 and 2022).</p>

2	<p>Attendance</p> <p>Our attendance data in 2021-22 indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils: 83.6% v 88.9% (5.6% gap), a slightly smaller gap than the National figure (6.4%). Pleasingly, for Year 11, the PPG attendance was higher than the national average. Persistent absence figures for disadvantaged students were 24% higher than for non-disadvantaged students. Though 2021-22 was affected by Covid19 absence, it is a better indicator than 2019-20, which suffered greater school closure days. The national picture is that disadvantaged students did suffer from disproportionate persistent absence.</p>
3	<p>Attitudes to Learning</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>In terms of Fixed-Term Exclusions, between 2019/20 and 2021/22, 49% of students in receipt of a FTE are disadvantaged, though the trend is that this has been reduced by 22% over three years. Disadvantaged students are also disproportionately represented in lesson misbehaviours 237/480 (Exits = 47%)</p>
4	<p>Social & Emotional Development and Wellbeing</p> <p>As is the case in all schools, the long-term effects of Covid19 and partial school closures, a number of our school community have struggled to manage their emotional and social development during this period and subsequent return to “normality”. A number of students have not returned to school on a full-time basis, and have struggled to regulate their actions during that time. Anxiety, self-esteem and other mental health aspects have presented themselves. The challenge of making up for “lost learning”, examination pressures and being labelled “The Covid Generation” has contributed to these concerns. As evidence nationally has outlined, disadvantaged students have suffered disproportionately.</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English and Maths.	<p>By the end of our current plan in 2022/23, the percentage of disadvantaged students achieving Grade 5s in both English and Maths will be in line with Others, +/- 10% (20% in 2022).</p> <p>The percentage of disadvantaged students achieving their F20 targets will be 50% (43% in 2022).</p>
To achieve and sustain improved attendance	Sustained high attendance for 2022-23 demonstrated by:

for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers (24% in 2022).
Reduce the incidences of sanctions for poor Attitude to Learning	<p>Lesson Exit Data: to reduce Lesson Exits by 10% (480 in 2022), and for exits for disadvantaged students to be proportionate ie 27% (49% in 2022).</p> <p>To reduce the disproportionate prevalence of suspensions for disadvantaged students (from 40% in 2022).</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: **£89,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Enhanced staffing in English and Maths	EEF data confirms 2 months of additional progress per year; feedback from staff and students confirms that this impacts positively.	1,4 £44,820
2. RAMG Middle Leaders' Intervention and PPG Champion; Line management meetings, with group data and strategies as a focus	The RAMG meetings identify priorities, barriers and strategies for PPG students; this approach has contributed to the trend of improved outcomes for PPG students at Ludlow School.	1,4 £42,000
3. Use of PD days, directed time and timely data and advice to staff	The continued use of PD time, to highlight priorities and successful strategies, alongside ongoing data provision to Middle Leaders and teachers, has ensured accelerated progress over time.	1 £1000

4, To provide accurate Year 7 baseline assessment data, in the absence of national data.	This ensures that monitoring of progress for Key Stage 3 PPG students can continue, despite the impact of Covid-19 on EKS2 SATs.	1 £1,700
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£31,933**

Activity	Evidence that supports this approach	Challenge number(s) addressed
5. Literacy Intervention: IDL/Read-Write Inc, Numeracy Intervention: 123 Maths, White-Rose Maths TA intervention	EEF data confirms between 4 and 5 additional months of progress per year; performance monitoring by English and Maths staff confirms the efficacy of this approach, and this was also confirmed by Ofsted 2020.	1,4 £4,655
6. Interventions, via curricular differentiation	The provision of an amended, engaged curriculum, particularly focussing upon personal effectiveness, has engendered a sense of engagement and progress.	1,2,3,4 £11,650
7. Specialist Recovery Provision - English & Maths: SPLD support and purchase of standardised diagnostic assessments.	EEF data confirms between 4 and 5 additional months of progress per year, especially as it is provided by experienced, qualified teaching staff; performance monitoring by English and Maths staff confirms the efficacy of this approach, and this was also confirmed by Ofsted 2020. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <i>(Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF)</i>	1 £5,800
8. 1-1 Across Curricular Tutoring Continue with our proven Tutoring Programme to provide a blend of mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	EEF data confirms up to 5 additional months of progress per year, especially as this support is provided by well-qualified staff; data analysis for 2021 confirmed that 5% of the grades related to the students undertaking this support improved between the final two data drops. Tuition targeted at specific needs and knowledge gaps can be an effective	1,2,3,4 £4,000

A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	
9.Homework Club	EEF data confirms up to 5 months of additional progress.	1,4 £5,828

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

Budgeted cost: **£31,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
10.Increasing attendance for disadvantaged students; EWO support, above and beyond CLT strategies Engagement with strategies outlined in the DFE and FFT Attendance Webinars (2022)	EEF data confirms 4 months of additional progress; this support has also meant that between Sept 2020 and October 2021, attendance data has been at least 17% higher than the national average. The DfE and FFT CPD has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,2,3,4 £7,000
11. Support Social and Emotional development; provision of the School Counsellor, CEAIG Support and Inter-Generational Missioner	EEF data confirms 4 months of additional progress per year.	1,2,3,4 £11,600
12. Maintain access to Cultural Capital and school climate	Though there is little EEF data to support this aspect, internal feedback suggests that access to trips, visits, equipment and uniform increases engagement and attendance, as well as enhancing parental engagement and satisfaction.	1,4 £13,000
13. Contingency	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £170,235

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous two years in key areas of the curriculum, though this is in line with national figures for TAGs and CAGs.

Pleasingly, 43% of disadvantaged students achieved their F20 targets across the curriculum (a gap of only 7%), whilst their Progress 8 figure of -0.43 is in line with national figures (TBC). The Attainment 8 figure increased by 0.24 points compared to the previously examined year (in line with national TBC).

Grade 4 and 5 in English & Maths for disadvantaged students was 38.7 and 19.4%, respectively, and was affected by underperformance in Maths. National figures (TBC).

EBACC entry, at 19.4% is in line/below/above national figures (TBC).

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources.

Overall attendance in 2021/22 was lower than in the preceding 3 years at 87.7%, and 2.0 lower than the national average. When all pupils were expected to attend school, absence among disadvantaged pupils was 83.6%, but was 1.0% higher than national figures. Pleasingly, attendance of our disadvantaged students in Years 9 and 11 was higher than the national average. Persistent absence for all students was higher than the national average.

Suspensions have reduced by over a third for the number of disadvantaged students, and exits have also been reduced from 2019-20, though this has remained consistent in terms of proportion 249/503 in 2019/20 (49%), 163/358 in 2020/21(45%) and 237 (47%) in 2022; the reduction in raw totals since 2019 is pleasing, as there was less time in school during that Covid19-affected year..