

# Pupil Premium Strategy Statement 2023-24

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 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	617
Proportion (%) of pupil premium eligible pupils	25% in 2023-4
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	P Hearle, Headteacher
Pupil Premium Lead	B Griffiths, Assistant Headteacher
Governor / Trustee lead	S Poolton, Vice Chair of Local Academy Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,725
Recovery premium funding allocation this academic year	£40,572
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£180, 297

# 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 had achieved their targets in line with their peers, and their attainment has historically increased. However, the proportion of disadvantaged students achieving Grade 5 in both English and Maths decreased in 2023, but the percentage that achieved their F20 estimates was only 5% less than their peers. The gap in attainment (Grade 5 in both English & Maths) increased by 6% compared to 2022, and is in line with 2019, 2020 and 2021. The challenge will be to ensure that the 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 (0.17 Progress 8 points)</p> <p>The average ability for the past three years' Year 11 cohorts reveals an average estimated A8 gap of 1.01. We have successfully narrowed that gap in 2022 and 2023.</p>
2	<p>Attendance</p> <p>Our attendance data in 2022-23 indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils: 84.6% v 90.1% (5.6% gap), a slightly smaller gap than the National figure. Pleasingly, for the current Year 11, the PPG attendance was higher than the national average. The national picture is that disadvantaged students did suffer from disproportionate persistent absence.</p>

3	<p><b>Attitudes to Learning</b></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 suspensions, the proportion of suspensions applied to disadvantaged students is slightly higher than the proportion of disadvantaged children on roll, with 33% of students receiving a suspension being disadvantaged; this is an improving trend (40% in 2022).</p> <p>In terms of lesson exits, 27% of disadvantaged students were exited in 2022-23, which is absolutely in line with their cohort representation (in 2021-22 they were over represented in this area). The percentage of lesson exits attributed to disadvantaged students was 34%, down 13% from 2022-23.</p>
4	<p><b>Social &amp; Emotional Development and Wellbeing</b></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 2023-24

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 2023/24, the percentage of disadvantaged students achieving Grade 5s in both English and Maths will be in line with Others, +/- 10% (15% in 2022-23).</p> <p>The percentage of disadvantaged students achieving their F20 targets will be 50% (37% in 2023).</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance for 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 4%</li> <li>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.</li> </ul>

Reduce the incidences of sanctions for poor Attitude to Learning	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).  To reduce the disproportionate prevalence of suspensions for disadvantaged students, to 20% (the cohort is 26% disadvantaged).
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## Activity in this academic year 2023-24

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: **£76,144**

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 £49,444
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 £20,000
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 £5,000
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.	1 £1,700

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

Budgeted cost: **£37961**

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 £4,840
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 £16,085
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. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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 2023 confirmed that, of the focus group, 3 more student results were above or on track, whilst 9 more entries were above target.  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u> And in small groups: <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u>	1,2,3,4 £4,000

9.Homework Club	EEF data confirms up to 5 months of additional progress.	1,4 £7,236
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£66,100**

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  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.  New Leadership PPG Priorities	All £10,500  £24,000

**Total budgeted cost: £180,205 (income = £180,297)**

**PPG £128,305 (income £139,725): Recovery Premium £17,400 (income £40,572)**

## 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 2022 to 2023 academic year.

*Just over 37% of disadvantaged students achieved their F20 targets across the curriculum (a gap of only 6% compared to non-disadvantaged students, which is a 1% lower gap than in 2022). The Attainment 8 figure is now 34.2.*

*Grade 4 and 5 in English & Maths for disadvantaged students was 44% and 16%, respectively, and was affected by underperformance in Maths.*

*Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees for this cohort. Allied to the examination boards pinning examination grade boundaries at 2019 levels, means that comparisons with previous years is not useful. 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.*

*Overall attendance in 2022/23 was higher than in the previous year, and only 0.5 below the national average. From Week 15, attendance was higher than the national average. Absence among disadvantaged pupils was 84.6% (1% higher than 2021-22), and was in line with national figures. Pleasingly, attendance of our disadvantaged students in Year 10 (current Year 11) was higher than the national average (+1.4%). Persistent absence for all students was 28%, which was identical to all state secondary schools. The overall attendance gap was 7%.*

*Suspensions of disadvantaged students being suspended fell in 2022-23, accounting for 33% of PPG students (40% in 2022); in terms of the number of suspensions (12 in 2022-23) the proportion issued to PPG students fell markedly, accounting for only 24% of suspensions overall (PPG cohort was 26% of the overall cohort).*

*Lesson exits for disadvantaged students significantly decreased as a proportion of the overall total, and, at 27%, was absolutely reflective of their proportion of the total cohort.*