

# Pupil Premium Strategy Statement 2024-25

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	631
Proportion (%) of pupil premium eligible pupils	23% in 2024/25
Academic year/years that our current pupil premium strategy plan covers	2024/25 to 2026/27
Date this statement was published	February 2025
Date on which it will be reviewed	November 2025
Statement authorised by	M. Burton, Headteacher
Pupil Premium Lead	M. Burton
Governor / Trustee lead	S Poolton, Vice Chair of Local Academy Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,999
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	£155,999

# 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 attainment 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 the previous three years of post-pandemic examinations, students from socio-economically disadvantaged background have consistently underperformed in all metrics compared to their peers. Furthermore, the gaps on all metrics are at their highest in modern times. Our intent is to narrow these gaps significantly with them at least halved by the end of the new 3-year strategic plan.

In line with best practice nationally and EEF research, we recognize that quality-first teaching is the most powerful tool in achieving the necessary improvements.

## 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 (at least) halve the gaps in all metrics (A8, P8, 5+ E&amp;M, 4+E&amp;M) compared to 2024. Years 2025 and 2026 to show progress towards these targets:</p> <table border="1"><thead><tr><th>Metric</th><th>2024 Gap</th></tr></thead><tbody><tr><td>A8</td><td>0.61</td></tr><tr><td>P8 (total)</td><td>9.37</td></tr><tr><td>Grade 5+ E&amp;M</td><td>25.8%</td></tr><tr><td>Grade 4+ E&amp;M</td><td>36.7%</td></tr></tbody></table>	Metric	2024 Gap	A8	0.61	P8 (total)	9.37	Grade 5+ E&M	25.8%	Grade 4+ E&M	36.7%
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A8	0.61										
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2	<p>Attendance</p> <p>National, local and school data identifies significant gaps in attendance for PPG students compared to their peers. We have set a school target of 96% for all students and subgroups of students inc. PPG. We believe that having a lower aspiration for socio-economically disadvantaged students is wrong and that high attendance is integrally linked to high attainment. We acknowledge that 96% is aspirational but believe in high aspirations.</p>
3	<p>Attitudes to Learning</p> <p>There is clear evidence that PPG students and their families are less likely to show positive attitudes towards schools and their rules. There is also significant (and growing) evidence that a culture of high behavioural aspiration for PPG students (in line with their peers) results in improved engagement, attainment and progress. A renewed firm but fair approach combined with increased consistency of BfL policy application has seen an initial increase in sanctions, especially for PPG students. Consistency of approach will bring change over time.</p> <p>At the end of the 3-year plan, there should be reduction in incidents of lesson exits, detentions and suspensions with recorded incidents for 'PPG students' proportionately in line with peers. Data from January 2024 will be used as the baseline due changes in procedures at that time. Successive years should show movement towards this goal with an narrowing gap.</p>
4	<p>Social &amp; Emotional Development and Wellbeing</p> <p>As is the case in all schools, the long-term effects of Covid19 and partial school closures, some of our school community have struggled to manage their emotional and social development during this period and the subsequent return to 'normality'. As evidence nationally has outlined, disadvantaged students have suffered disproportionately. Each year group passing through the school has its own unique issues linked to key developmental points when shutdowns and partial shutdown took place. Many of the issues surround a decreased value placed on regular attendance and parental support for school rules and norms.</p> <p>While clinically diagnosed mental health issues have risen, there has also been a more general decline in emotional resilience, with students failing to cope with the normal challenges of academic rigour, mild physical ill-health and friendship issues. Much of this is reflected in interactions with struggling families. We will need to work closely with partner primary schools, other agencies (police, social services, youth workers, etc.) and the wider community to address these wider societal issues.</p> <p>Our challenge is to support the students and their families in overcoming these difficulties so that they develop the personal resilience that sets them up for future success in all its forms.</p>

## Intended outcomes 2024-27

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.	Metric	2024 Gap	2027 Gap target
	P8	0.61	0.3
	A8 (total)	9.37	4
	Grade 5+ E&M	25.8%	10
	Grade 4+ E&M	36.7%	10
	<i>The longer-term target will be to remove the gaps entirely.</i>		
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	>96% attendance <10% PA		
Reduce the incidences of sanctions for poor Attitude to Learning	Lesson Exit Data: to reduce Lesson Exits by 10% year-on-year and for exits for disadvantaged students to be proportionate to cohort size by 2027.  To reduce suspensions year-on-year (10%+) and for suspension rate to be proportionate to cohort size by 2027.		
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Increase levels of wellbeing as demonstrated by increased attendance to bring PPG students in line with peers. Case studies of successful interactions with external agencies to provide specialist SEMH support Established and funded Early Help offer in coordination with Ludlow Primary to work with families as their children progress through primary and secondary schools.		

## Activity in this academic year 2024-25

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: **£66,956**

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 £53,000
2. Use of PD days, school directed time and timely data and advice to staff	The continued use of PD time, to address priorities and implement strategies will accelerate progress over time.	1 £10,000
3. Enhanced RSHE package	Students eligible for PPG funding have the greatest needs with regard to social development. This is a nationally recognised package to support students	4, £938
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 £1,020
5. National College online CPD	EEF identifies Quality-first teaching as the most effective strategy for raising attainment linked to PPG students. We are taking a rigorous approach to enhancing teaching and learning across the school with a view that PPG funded students will be disproportionately advantaged by changes that are made.	1,2,3 £1998

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

Budgeted cost: **£35,523**

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. 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 £5,523
7. Interventions, via curricular scaffolding and alternative provision	The provision of an amended, engaged curriculum, particularly focussing upon personal effectiveness, has engendered a sense of engagement and progress.	1,2,3,4 £20,000
8. 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 £5,000
9. Homework Club	EEF data confirms up to 5 months of additional progress.	1,4 £5,000

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

Budgeted cost: **£53,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
12. EWO support, above and beyond CLT strategies  Engagement with strategies outlined by EEF, DfE, etc.	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 £9,880
13. Pastoral Support Assistant (50%)	Following the pandemic, the need for pastoral support specifically to help students develop resilience in coping with everyday struggles has increased. We have created a new post and greater than 50% of PSO time is allocated to supporting PPG students.	1,2,3,4 £19,500
14. ClassCharts	Instant communication with parents (both positive and negative) allows for rapid encouragement. The two way communication offered has enhanced our reporting and chasing of attendance where PPG students still fall below their peers both nationally and locally.	1,2,3,4 £4,953
15. Support Social and Emotional development; provision of the School Counsellor, CEAIG Support	EEF data confirms 4 months of additional progress per year.	1,2,3,4 £3,360
16. Maintain access to Cultural Capital and school climate	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 £5,000
17. 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	£10,827

**Total budgeted cost: £155,999**

## 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 2023 to 2024 academic year based on the 2021-24 strategic plan.

*Year 11 Outcomes for Students in receipt of PPG funding:*

- *P8 = -0.90*
- *A8 (total)= 34.63*
- *Grade 5+ English and Maths = 11.5%*
- *Grade 4+ English and Maths = 30.8%*

*Students from disadvantaged background underperformed compared to their non-disadvantaged peers on all metrics. The main identified reasons were:*

- *Overall poor performance in maths*
- *Poor performance in Science following significant disruption to learning from multiple supply teacher changes. 'PPG students' have the least academic resilience and therefore the greatest need for consistency of high-quality teaching.*
- *Significant reduction in numbers of qualifications following early subject withdrawal was disproportionately evident in 'PPG students' and saw no corresponding uplift in performance in other subject areas, especially the core of English, Maths and Science.*
- *Historic disadvantage due to the disproportionate impact of learning disruption due to the pandemic restrictions and partial lockdowns.*