

Pupil premium strategy statement – Ludlow C of E Secondary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	629
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 to 2026/27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Michael Stoppard Headteacher
Pupil premium lead	Kelly Davies Assistant Headteacher
Governor / Trustee lead	Andrew Teale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 174,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 174,120

Part A: Pupil premium strategy plan

Statement of intent

At our school, all members of staff and the governing body accept collective responsibility for ensuring that the academic, social, and pastoral needs of all socially disadvantaged students are met with care and ambition. Our mission is to improve the life chances of students facing socio-economic challenges, particularly those whose education was disproportionately affected by the COVID-19 pandemic. We are committed to helping these students attain excellence and develop resilience through a nurturing and inclusive environment.

We recognise that the attainment gap between disadvantaged students and their peers has widened significantly in recent years. Our intent is to close this gap over the next three years through a comprehensive and sustainable approach that prioritises high-quality teaching, targeted interventions, and whole-child development.

Our Core Objectives

- **Raise Attainment:** Ensure all pupils, regardless of background, make good progress and achieve high attainment across the curriculum.
- **Quality-First Teaching:** Embed consistent high-quality teaching as the foundation of our strategy, in line with national best practice and EEF research.
- **Whole-School Approach:** Foster a culture where all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations of their potential.
- **Curriculum Equity:** Deliver a rich, expertly staffed curriculum that supports all learners and provides a level playing field of experience.
- **Early Intervention:** Act swiftly to identify and address barriers to learning, ensuring timely and effective support.
- **Parental Engagement:** Support parents and carers to help bridge cultural and social gaps and enhance home-school collaboration.

Our Strategic Focus

- **English and Maths Mastery:** Maximise opportunities in core subjects to build on foundational skills.
- **Teacher Development:** Invest in staff training to improve consistency in the delivery of QFT. High-quality teaching is at the centre of our approach to closing the attainment gap, with the bonus that strategies and techniques used to support disadvantaged students, also benefit the non-disadvantaged students in our school.
- **Aspiration and Enrichment:** Broaden horizons through new experiences, raising aspirations and inspiring ambitious goals.
- **Whole-Child Development:** Support wellbeing, enjoyment of school, and personal growth alongside celebrating achievements academic and otherwise.

As Sir Michael Wilshaw stated in Ofsted's 2012 evaluation of Pupil Premium spending: "It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding

employment. We owe it to all our young people to ensure that they are given every chance to succeed.”

Our strategy is designed not only to close gaps but to elevate every child’s experience of education. While our focus is on disadvantaged students, the benefits of our approach extend to all learners in our school.

- **Our Commitment**

We are determined to:

- Challenge disadvantaged pupils in the work they’re set.
- Intervene early and effectively.
- Maintain a whole-school ethos of high expectations and shared responsibility.

By supporting the development of the whole child, we aim to empower our students to transition successfully to the next stage of their education and ultimately into fulfilling employment and adult life. At Ludlow School we aim to ensure that no student is ‘disadvantaged’ by their socio-economic background. We aim to provide a comprehensive learning and pastoral system that ensures that all our students experience and thrive from our core values of excellence, resilience and care.

Knowledge-rich and coherently planned curriculums are delivered through evidence-informed quality first teaching; this is underpinned by rigorous formative assessment and targeted interventions to ensure that every student at Ludlow School is challenged and supported to achieve their potential.

Challenges

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

Challenge number	Detail of challenge
1.	<p>A8 = 36.38 (average grade 3.6) vs NPP with an average grade of 4.3 giving a gap of 0.7.</p> <p>9-7 E&M% = 0% for PP and 5.5% for NPP</p> <p>9-5 E&M% = 22.7% for PP and 31.9% for NPP = 9.2% gap</p> <p>9-4 E&M% = 40.9% for PP and 60.4% for NPP = 19.5% gap.</p> <p>English - 63.6 % of PP got English at Grade 4 English</p> <p>54.5% of PP got English at Grade 5 compared to 59.3% of NPP.</p> <p>Maths - 40.9% of PP got at Grade 4.</p> <p>59.1% of our disadvantage students are not getting a grade 4 in Maths.</p> <p>Maths 27.3% of PP got grade 5 and NPP 36.3%.</p> <p>One of the main concerns for pupil premium students is with regards to progress PP = -0.93 vs NPP= -0.49.</p>

	There needs to be an improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English and Maths.
2.	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Attendance Targets <20% PA >95% attendance
3.	Reduce the incidences of sanctions for poor attitude to learning. Our observations and discussions with disadvantaged students highlight a lack of resilience. This has an impact on the pastoral needs of students, but also attainment and progress as students are less willing to attempt a challenge and progress therefore is slowed. Lesson Exit Data: to reduce lesson exits and for exits for disadvantaged students to be proportionate to cohort size by 2027. To reduce suspensions and for suspension rates to be proportionate to cohort size by 2027.
4.	Improved reading scores among disadvantaged pupils across KS3. Disadvantaged students with reading ages below average. This is being addressed through a 20-minute reading for pleasure session 3 days per week and targeted reading interventions.
5.	To improve aspiration among students. Our observations and discussions with disadvantaged students highlight a lack of aspiration. This includes both aspirations within school (the grades and achievements students hope to leave us with) but goes as far as the students having much lower expectations of the employment (if any) they see themselves having.
6.	Gaps in numeracy knowledge and skills of disadvantaged students, and other students. Targeted interventions in place to close identified gaps in knowledge and skills.

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.	- Disadvantaged students are achieving their target grades with a success rate that is closer to their non-disadvantaged peers - High-Quality teaching is providing support and challenge to all students so they can make optimum progress.

Improved reading scores among disadvantaged pupils across KS3	<ul style="list-style-type: none"> - Smaller disparity between the scores of disadvantaged pupils and their non disadvantaged peers. - Teachers can recognise improvement through engagement in lessons and book scrutiny.
To improve aspiration among students	<ul style="list-style-type: none"> - Students are able to identify a number of jobs/further education courses they would be interested in - Students are able to describe the pathway to their chosen destination and identify how to successfully achieve these goals. - Whole-school culture on celebration and aspiration.
To improve attendance	<ul style="list-style-type: none"> - Effective Use of Attendance Data Attendance data is monitored weekly, and interventions are tracked for impact. -Whole-School Culture of Attendance. Attendance is promoted through assemblies, rewards, and consistent messaging, with visible impact on Pupil Premium students. -Qualitative data from student voice and parent surveys shows an improvement in wellbeing.
Gaps in numeracy knowledge for Disadvantaged students is closed.	Numeracy assessment demonstrate that pupil premium students' numeracy knowledge and skills have increased.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £97,294

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Enhanced staffing in English and Maths.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending as recommended by the EEF research 2019	£53,000 1 & 6

	EEF data confirms 2 months of additional progress per year; feedback from staff and students confirms that this impacts positively.	
<p>2. Use of PD days, school directed time and timely data and advice to staff.</p> <p>National College online CPD.</p> <p>EFA project - Identifying gaps in curriculum knowledge, skills and application through effective formative assessment.</p> <p>Creation of knowledge organisers and resources to support retrieval practice</p>	<p>The continued use of PD time, to address priorities and implement strategies will accelerate progress over time and ensure consistency across all subjects. 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. This will be supported by a suite of CPD for staff including the EFA project. Dylan William suggests that, from all the research and studies there have been, formative assessment practice encompassing effective feedback is our best bet for raising standards.</p> <p>Dylan William also states, 'learning requires forgetting'. Retrieval practice is required for students to become proficient in retrieving knowledge; the more they practise retrieving specific knowledge, the easier and more secure it becomes. The knowledge gaps for disadvantaged students must be closed through reducing the forgetting curve with daily, weekly and monthly reviews. This will allow them to build robust schema with knowledge gaps identified through formative and summative assessment.</p>	<p>£11,998 (National College - £2000) EFA - £2,975</p> <p>1</p>
<p>3. Enhanced RSHE package. PSO support. Jigsaw</p>	<p>Students eligible for PPG funding have the greatest needs with regard to social development. Bespoke academic and attendance packages involving targeted mentoring work. 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. Research: EEF Engagement of students and positive behaviour reinforcement supports achievement of all students including disadvantaged students. EEF Toolkit +3 Months impact.</p>	<p>£27,826 Jigsaw - £1125 1,2,3,5</p>
<p>4. ELSA training for staff. Staffing of interventions in Refocus Room room to</p>	<p>Disadvantaged pupils are more likely to suffer from mental health issues than other pupils. SEMH training supports</p>	<p>£370 2,3,</p>

allow for targeted academic and pastoral interventions. Mental Health First Aid Training.	students' wellbeing and better behaviour in the classroom. Research: EEF Increase in Mental Health illness within school over past 3 years. This has been evidenced in disadvantaged students and other students. EEF Toolkit Impact +4 Months for Emotional and Social Support	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £40,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
5. Numeracy and Literacy intervention: Lexia, White-Rose Maths, TA intervention. Study skills sessions	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. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	£5,523 (add on cost of books) Provision Map – £2,400 1,4,6
6. Interventions, via curricular scaffolding and in house alternative provision.	EEF recommends a three-tiered model for Pupil Premium strategy: Tier 1: High-quality teaching – The most effective way to support disadvantaged pupils. Tier 2: Targeted academic support – Includes small group tuition, structured interventions, and tutoring. Tier 3: Wider strategies – Focus on attendance, behaviour, and social-emotional support. The EEF Gu...Foundation	£20,000 1,2,3,4,6
7. Purchase of standardised diagnostic assessments. (GL assessment) and provided opportunities for guided reading.	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: (Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Research: Alex Quigley and Geoff Barton. EEF Teacher Toolkit demonstrates that	£ 7300 12 month subscription plus tests. 1,4

	Reading Comprehension Strategies equate to 6+ months impact on student attainment. As Alex Quigley says, 'Our pupils' success will be defined by their ability to read fluently and skilfully'. The National Literacy Trust states that 1 in 11 children and young people say they do not have a book of their own at home. This rises to 1 in 8 for disadvantaged children.	
8. Homework Club	EFF data confirms up to 5 months of additional progress. Very often, pupil premium students have more limited access to the correct technology and resources to complete their homework and independent studies. A staffed room will assist students and provide a conducive environment to independent learning. Disadvantaged students are given hard copies of the knowledge organisers to ensure that they are not disadvantaged by any lack of technology.	£5,000 1

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

Budgeted cost: £36,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
9. EWO support, above and beyond HoH strategies Engagement with strategies outlined by EEF, DfE, etc.	A study published in the British Educational Research Journal found that EWO contact is associated with improved educational outcomes, particularly for students with behavioural and attendance issues. The research used longitudinal data and regression analysis to show that EWO involvement can positively influence aspirations and attainment, including GCSE results.	£11,970 - EWO £3,420 2
10. ClassCharts	Instant communication with parents (both positive and negative) allows for rapid encouragement. The two-way communication offered has enhanced our reporting of behaviour, rewards and sanctions.	£4,953 2,3
11. CEaIG Support to support transition of	Research: Gatsby Benchmarks All students have access to unbiased careers guidance. The more informed	£3,360 5

students from Secondary to post 16.	students are about their options, the more likely they are to engage in their new course options.	
12. Maintain access to school curriculum/climate. Food/DT Support Individual music lessons and associated equipment. Attendance and Behaviour Rewards Purchase of School Uniform	<p>Funds to support students in these lessons, who may need to purchase supplies or materials to take part in the lesson. For example, money to buy ingredients for a practical activity in food. This therefore removes barriers for uptake of the subject.</p> <p>One to one tuition for instrumental lessons supported students to achieve a higher grade in their music performance section at GCSE.</p> <p>Reward Trips and activities are used to incentivise and encourage students to achieve over 95% attendance and meet the school's behaviour policy. This has already had a significant impact on attendance figures</p> <p>Prom is also included as an incentive for Year 11 students.</p> <p>Supporting students so they can afford the correct school uniform and PE Kit for school.</p>	<p>£7000 - music lessons £900 - uniform 1,2,3,4, 5</p>
13. Contingency/ Trips - Maintain access to Cultural Capital	<p>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 PP Priorities.</p> <p>Trips not linked to the curriculum such as Arthog. Access to trips/visits increases engagement and attendance, as well as enhancing parental engagement and satisfaction</p>	<p>£5,000 2,3,5</p>

Total budgeted cost: £174,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 11 Outcomes for Students in receipt of PPG funding:

A8 = 36.38 (average grade 3.6)

9-7 E&M% = 0%

9-5 E&M% = 22.7%

9-4 E&M% = 40.9%

Students from disadvantaged background underperformed compared to their non-disadvantaged peers. Outcomes for science progress were also poor. Only half of students taking combined science got 2 GCSE at 4 above. The reasons identified for this include significant disruption to learning from multiple supply teacher changes. PP students' have the least academic resilience and therefore the greatest need for consistency of high-quality teaching. Attendance at revision session attendance was also poor.

Historic disadvantage due to the disproportionate impact of learning disruption due to the pandemic restrictions and partial lockdowns.

Residual positive in English but not Maths for PP students.

Student Performance Index (SPI)

PP = -1.1 in science vs 0.7 NPP

PP = -0.3 in English Language

PP = -1.22 in English Lit

PP = -1.25 in Maths

PPG KS4 Outcomes

	Attainment 8 Score	% students achieving 9-5 English & Maths	% students achieving 9-4 English & Maths
2023 LCE	34.3	16.0%	44.0%
2023 National	35.0	25.0%	43.0%
2023 Difference	-0.72	-9.0%	1.0%
2024 LCE	33.12	10.0%	27.0%
2024 National	34.56	26.0%	43.0%
2024 Difference	-1.44	-16.0%	-16.0%
2025 LCE	36.4	22.7%	40.9%
2025 National	N/A	N/A	N/A
Difference	N/A	N/A	N/A

Source ASP School Summary - DFE Secure Access - 2025 not published at this point (October 2025)

Whole School KS4 Outcomes

	Attainment 8 Score	% students achieving 9-5 English & Maths	% students achieving 9-4 English & Maths
2023 LCE	42.8	31.0%	60.0%
2023 National	46.3	45.0%	65.0%
2023 Difference	-3.48	-14.0%	-5.0%
2024 LCE	41.43	31.0%	58.0%
2024 National	45.92	46.0%	65.0%
2024 Difference	-4.49	-15.0%	-7.0%
2025 LCE	41.7	30.1%	56.6%
2025 National	N/A	N/A	N/A
2025 Difference	N/A	N/A	N/A

Behaviour

Ludlow C of E expects high standards of teaching and learning for students within a safe, positive and supportive climate. This ethos encompasses our values of Excellence, Resilience and Care. There is a clear behaviour and rewards policy in school, shared and understood by staff, students and parents/carers. There have been improvements in whole-school behaviour: students are able to recognise that they have a right to learn and understand that behaviour that prevents this from happening won't be tolerated and will be sanctioned accordingly. We have developed and are embedding a pastoral system based on the principles of positive restorative practice to reduce exclusions of disadvantaged students.

Whole School

	2021-22	2022-23	2023-24	2024-25
No. of Permanent Exclusions	3	3	9	1
LCE %	0.54	0.51	1.47	
National %	0.16	0.22	0.25	
No. of Suspensions	61	49	166	241
LCE %	10.91	8.39	27.12	
National %	13.96	18.9	22.61	

Source ASP School Summary - DFE Secure Access

Provisional numbers for 2024-25 - no national comparisons available at time of publish (October 2025)

PPG Students (Ever 6 FSM)

	2021-22	2022-23	2023-24	2024-25
No. of Permanent Exclusions	0	1	5	1
LCE %	0	0.81	3.94	
National %	0.42	0.58	0.64	
No. of Suspensions	26	12	84	105
LCE %	20.8	9.76	66.14	
National %	34.64	46.58	55.57	

PPG suspension rate: 66.14% Whole school suspension rate: 27.12%

Gap: +39.02%

This indicates that PPG students are more than twice as likely to be suspended compared to their peers, highlighting the need for support around behaviour, inclusion and aspiration.

Attendance

Whole School Attendance

Cohort	2022-23 % Attendance	2023-24 % Attendance	2024-25 % Attendance
Year 7	92.2%	92.1%	93.2%
Year 8	89.2%	91.1%	89.4%
Year 9	89.5%	87.4%	90.6%
Year 10	90.8%	89.6%	89.3%
Year 11	82.8%	83.5%	84.8%
Total	89.2%	89.1%	89.7%

PPG Attendance

Cohort	2022-23 % Attendance	2023-24 % Attendance	2024-25 % Attendance
Year 7	88.7%	85.6%	90.1%
Year 8	84.2%	85.4%	81.8%
Year 9	81.9%	84.4%	88.4%
Year 10	85.4%	84.1%	81.3%
Year 11	77.1%	79.9%	79.0%
Total	83.8%	83.8%	84.5%

Data shows a lower attendance rates for PPG students, often below 85%, compared to whole school averages around 89–90%. Strategies introduced to encourage and improve attendance

in 2025 have started to show success, in particular the end of term reward trips: this have proved to be an excellent incentive for students to attend school.

Miscellaneous

We are also acutely aware of the heightened importance of wider experiences for our disadvantaged students following the pandemic and continue to provide them with many opportunities to be exposed to cultural capital. As well as all the above, we have provided our Pupil Premium Students with additional support, such as buying revision guides. We introduced giving Year 11 students a free breakfast during the exam season. We are also introducing a funded Christmas meal for all our students.

We strive to ensure that students from a disadvantaged background have the same chance of success as those who do not.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

- Monitoring and tracking of PP involvement in clubs and activities.
- Data tracking system using SISRA for earlier academic intervention
- Targeted attendance tracking – PP priority for phone call when unauthorised absence.
- Target appointments made by PP parents for parents' evenings – extra phone calls/texts.
- Planned seating location of PP students in classroom.