

Pupil Premium Strategy Statement



Pupil premium strategy statement – Luddendenfoot Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	13.5% (27 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	<i>Carolyn Greenwood</i> , Head of School
Pupil premium lead	<i>Hollie Wilkinson</i> , Assistant Head of School
Governor / Trustee lead	<i>Richie Dunk</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,000
Pupil premium funding carried forward from previous years	N/A
Total budget for this academic year	£37,000

Part A: Pupil premium strategy plan

Statement of intent

At Luddendenfoot Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This is done through a tiered model with focuses on high quality teaching, targeted academic support and wider strategies.

We recognise that our pupil premium numbers are proportionately low when compared to other schools and as such we are able to look at our children as individuals.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will ensure disadvantaged pupils are challenged in the work that they're set and act early to intervene at the point need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last 3 years, between 20-35% of our disadvantaged pupils arrive below age-related expectations compared to 16-20% of other pupils. This gap narrows but remains significant to the end of KS2.

3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities and adverse childhood experiences (ACEs). These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 8 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs, with 40 (12 of whom are disadvantaged) receiving small group interventions.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5 - 10% lower than for non-disadvantaged pupils.</p> <p>36% of disadvantaged pupils have been 'persistently absent' compared to 4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 80% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 7% and the figure among

	disadvantaged pupils being no more than 5% lower than their peers.
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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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3

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

Budgeted cost: **£18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group interventions for pupils in need	Interventions targeted at specific needs and knowledge gaps can be an	1, 2, 3

<p>of additional support, delivered in addition to, and linked with, normal lessons. (Wave 2)</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Fast track tutoring in place by trained specialist.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

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

Budgeted cost: **£9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures whilst liaising closely with the newly appointed EWO.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Contingency fund for acute issues.</p>	<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.</p>	All

Total budgeted cost: £37,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that in Year 6 in July 2024, 5 out of 8 (62.5%) children achieved the national average in writing. It was identified that an area for development was their oracy and writing skills. All children had made expected or above progress. 6 out of the 8 children (75%) achieved ARE in reading and two of these children achieved Greater Depth. It was identified that an area for development was their fluency skills which needed to improve to support their comprehension.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that 5 out of 8 children (62.5%) met the expected standard in RWM combined, compared to 45% national figures.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

We are now working to improve attendance of pupils by offering free out of school club places to elevate wrap around care issues. We have now been assigned an Educational Welfare Officer who works closely with us to help identify at risk PA children. To begin to improve the well-being of our children, we are an MHST school, which means Calderdale Mental Health services have assigned us our own school based mental health practitioner. She is working directly with pupils, parents and teachers to improve the mental health well-being of the whole school community.

Our evaluation of the approaches delivered last academic year indicates that we have 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 for both teachers and LSAs. This was evident in the 96% PSC 2024 and 2023. 3 children in Year 1 are Pupil Premium and all (100%) passed the phonics screening test in June 2024. This compares to the National Average Disadvantaged standard of 66%.

The school has mapped out provision in a detailed way for each Pupil Premium child. Interventions were monitored and adapted where necessary to ensure that progress was being made. Funding was used to ensure our Pupil Premium children were able to

access all educational visits and experiences to support their academic and social progress. 36% of PP children attended at least one extracurricular club over the course of the year. This is something we would like to continue to improve. Club places are offered to all PP children first, including some free before and after school childcare places and discounted residential places. Introduction of HX7 events during school time has increased the number of disadvantaged children participating in competitive events.

The school continues to improve the attendance of all children, including pupil premium children. Because of the robust systems in place, last year school attendance for pupil premium children was 92.9% compared to the national figure of 89.3%. There will continue to be scrutiny by the school attendance officer and support for parents where necessary.

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Maths
RWInc Phonics & Spelling	Oxford Owl
Pathways to progress	The Literacy Company
Chatterbox	Lingo
VIPERS	Literacy Shed
Accelerated Reader	Renaissance Learning
Music instruments provided	Calderdale Music Trust
Senior mental health training	Anna Froyd Foundation
Sports tournaments	HX7
Dingley's Promise Autism Training School to school support for specialist provision	Calder Valley Cluster (CVC)

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective. (Report to follow)

- Only action noted at the time was to ensure new starters informed us if the child is LAC or PLAC.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, and conversations with parents, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.