

Strategic Summary

The Pupil Premium is additional funding given to the school and is being used to support disadvantaged students and close the attainment gap between them and their peers. We use the Pupil Premium to fund three whole school activity types: **support, intervention and enrichment & cultural capital.**

| Intent: Key priorities identified Sept 2018 | | Implementation: Strategies employed September 2018 | | Ludlow School Pupil Premium Breakdown 2018-19 (£181,000) | | | Cost £ | % PPG Spend | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------|--|----------------------|--|--|--|--|---------------|--------------------|---|-------|-----|------------------------------|------|---|--|-------|----|---------------------------------------|-------|----|--|-------|-----|------------|-------|----|---|--------|----|-----------------------|-------|---|-----------------------------|--------|---|---|-------|---|--|--------|---|---|-------|---|-------------------------------|--------|----|------------------------|---------------|--|--|--|
| Support: <ul style="list-style-type: none"> To increase PPG attendance & reduce Persistent Absence To support social/emotional development, with increased focus at 7 and 11 transition To address BES difficulties effectively, so as to further improve inclusion | | <ul style="list-style-type: none"> Fortnightly reviews of attendance, behaviour, pastoral information, progress and support strategies of PP students (Assist HT and CLTs) Continued use of robust system for tracking progress and gaps in performance (APS/Nat Expectations at KS3, and against F20 at KS4) based on 2 sets of data from English and maths: standardised and moderated assessments at four data collection points in year; termly summative judgements (three DCPs) Subject teachers update Strategic Seating and Intervention Plans (Classcharts/SSIPs) to provide records of intervention for PPG students to subject leaders and Headteacher, following each DCP Inclusion of PPG students in English/Maths intervention programmes– booster programmes; small group specialist teaching; 1:1 TA input Enhanced curriculum provision to support inclusion concerns for most vulnerable at KS4 and on transition and at KS3 Additional booster sessions in year 11 targeted to PPG students; communication for Breakfast/Session 0s and 6s/holiday sessions with parents through InTouch RAMG meetings prioritise progress of PPG students years 9, 10, 11 Year 11 progress displayed in staffroom, with specific reference to PP students – updated at each DCP Lexia reading programme and tutor group paired reading or students with weak literacy skills. Screening of SRS used to track progress Targeted use of Accelerated Reader programme in years 7 and 8 Appointment of a Learning Mentor for year 10/11 PP students Appointment of FSW (with partner Primaries) and additional hours for school counsellor to address social/emotional needs of PP students Breakfast Club targeted for vulnerable PPG students to provide positive and nurturing start to the day; Homework Club targeted for vulnerable students, with transport home for local students IAG advisor prioritise meetings with PPG students for 16+ pathways Parents of PPG students communicated with personally to increase attendance at PTCEs/ meetings in school; Transport made available Progress of PPG students challenged by Governor Board through termly Monitoring Group meetings Link Governor meeting with Headteacher – November, March, June | | <table border="1"> <tr><td>Enhanced staffing- English PT M6 0.4/Maths PT UPS2 0.4</td><td>41,400</td><td>29</td></tr> <tr><td>Lexia literacy programme– 3.7hrs x 39 weeks</td><td>2,000</td><td>2</td></tr> <tr><td>Read Write Inc. Intervention</td><td>1000</td><td>1</td></tr> <tr><td>123maths programme – TA support and software (500)</td><td>3,000</td><td>2</td></tr> <tr><td>Breakfast Club – 2x TAs every morning</td><td>3,700</td><td>3</td></tr> <tr><td>Homework Club – 1x HLTA; 1x TA +provisions + transport</td><td>6,700</td><td>5</td></tr> <tr><td>KS4 Mentor</td><td>9,900</td><td>7</td></tr> <tr><td>Differentiated Curriculum Provision - (ASDAN L1/CoPE)</td><td>21,800</td><td>15</td></tr> <tr><td>Family Support Worker</td><td>5,000</td><td>4</td></tr> <tr><td>Counsellor – 6 hours a week</td><td>10,000</td><td>7</td></tr> <tr><td>Provision of school uniform/equipment/resources</td><td>7,500</td><td>5</td></tr> <tr><td>Subsidised school trips/Cultural Capital</td><td>10,000</td><td>7</td></tr> <tr><td>Accelerated Reader (1000) Spellzone (300)</td><td>1,300</td><td>1</td></tr> <tr><td>SLT/PPG Champion/(RAMG 5,500)</td><td>17,900</td><td>12</td></tr> <tr><td>Total PPG Spend</td><td>143,00</td><td></td></tr> </table> | | | Enhanced staffing- English PT M6 0.4/Maths PT UPS2 0.4 | 41,400 | 29 | Lexia literacy programme– 3.7hrs x 39 weeks | 2,000 | 2 | Read Write Inc. Intervention | 1000 | 1 | 123maths programme – TA support and software (500) | 3,000 | 2 | Breakfast Club – 2x TAs every morning | 3,700 | 3 | Homework Club – 1x HLTA; 1x TA +provisions + transport | 6,700 | 5 | KS4 Mentor | 9,900 | 7 | Differentiated Curriculum Provision - (ASDAN L1/CoPE) | 21,800 | 15 | Family Support Worker | 5,000 | 4 | Counsellor – 6 hours a week | 10,000 | 7 | Provision of school uniform/equipment/resources | 7,500 | 5 | Subsidised school trips/Cultural Capital | 10,000 | 7 | Accelerated Reader (1000) Spellzone (300) | 1,300 | 1 | SLT/PPG Champion/(RAMG 5,500) | 17,900 | 12 | Total PPG Spend | 143,00 | | | |
| Enhanced staffing- English PT M6 0.4/Maths PT UPS2 0.4 | 41,400 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lexia literacy programme– 3.7hrs x 39 weeks | 2,000 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Read Write Inc. Intervention | 1000 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 123maths programme – TA support and software (500) | 3,000 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Breakfast Club – 2x TAs every morning | 3,700 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homework Club – 1x HLTA; 1x TA +provisions + transport | 6,700 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS4 Mentor | 9,900 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Differentiated Curriculum Provision - (ASDAN L1/CoPE) | 21,800 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Family Support Worker | 5,000 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Counsellor – 6 hours a week | 10,000 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Provision of school uniform/equipment/resources | 7,500 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subsidised school trips/Cultural Capital | 10,000 | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accelerated Reader (1000) Spellzone (300) | 1,300 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SLT/PPG Champion/(RAMG 5,500) | 17,900 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total PPG Spend | 143,00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intervention: <ul style="list-style-type: none"> To close the gaps in achievement at KS3 and KS4 in line with expectations for National others To raise attainment at KS3 and KS4 To use regular standardised assessment, data tracking and monitoring of APS against the National Standards at KS3, and progress against F20 targets at KS4, as a powerful tool for maximising PPG student performance To use targeted intervention in English/Maths to accelerate progress of PPG group To prioritise literacy as a tool to access learning To use Learning Mentor to support year 11 students To use school counsellor and FSW (Strengthening Families) to support social/emotional needs of identified students To ensure SLT communicate a clear vision for improving the achievement and attainment of PPG students to all staff and governors | | | | <table border="1"> <thead> <tr> <th>Year</th> <th>Total on Roll</th> <th>No of PPG Students</th> <th>% PPG of Year Cohort</th> </tr> </thead> <tbody> <tr><td>7</td><td>108</td><td>33</td><td>31</td></tr> <tr><td>8</td><td>118</td><td>44</td><td>37</td></tr> <tr><td>9</td><td>124</td><td>44</td><td>35</td></tr> <tr><td>10</td><td>109</td><td>23</td><td>21</td></tr> <tr><td>11</td><td>128</td><td>33</td><td>26</td></tr> </tbody> </table> | | | Year | Total on Roll | No of PPG Students | % PPG of Year Cohort | 7 | 108 | 33 | 31 | 8 | 118 | 44 | 37 | 9 | 124 | 44 | 35 | 10 | 109 | 23 | 21 | 11 | 128 | 33 | 26 | | | | | | | | | | | | | | | | | | | | | | | |
| Year | Total on Roll | No of PPG Students | % PPG of Year Cohort | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 108 | 33 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 118 | 44 | 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 124 | 44 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 109 | 23 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 128 | 33 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Enrichment and Cultural Capital <ul style="list-style-type: none"> To widen the curriculum to ensure accessibility and engagement To ensure all PPG students have access to extra-curricular opportunities To provide PPG students with the opportunity and guidance to develop important skills for life and work To engage effectively with parents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Impact | English Grade 4+ 2019 (18/17) | English Grade 5+ 2019 (18/17) | Maths Grade 4+ 2019 (18/17) | Maths Grade 5+ 2019 (18/17) | Grade 5+ Eng & Maths 2019 (18/17) | Progress 8 2019 (18/17) | Attainment 8 2019 (2018/17) | Evidence of Impact | Absence 2018-19 4 Half-Terms | Absence 2017-18 4 Half-Terms | Persistent Absence 2018-19 4 Half-Terms | Persistent Absence 2017-18 5 Half-Terms |
|-----------------------|-------------------------------|-------------------------------|-----------------------------|-----------------------------|-----------------------------------|-------------------------|-----------------------------|--------------------|------------------------------|------------------------------|---|---|
| LCES PPG | 69 (46/52) | 55.2 (28/39) | 58.6 (36/48) | 20.7 (21/17) | 21.0 (21/13) | tbc (-0.53/-0.4/-0.5) | 37.7 (39.1/35.5) | LCES PPG | | 7.5 (Nat Ave 10) | 29 (5 HT) | 27 (5 HT) (Nat Ave 28) |
| LCES Others | 76.8 (79/82) | 64.6 (58/70) | 76.8 (67/75) | 40.4 (44/52) | 38.4 (38/49) | tbc (-0.31/-0.1/-0.4) | 44.8 (46.6/45.8) | LCES Others | | 4.7 (Nat Ave 5) | | (Nat Ave 10) |
| LCES Gap | -7.8 (-33/-30) | 9.4 (-30/-31) | -18.2 (-31/27) | -20.3 (-23/-35) | -17 (-17/-36) | tbc (-0.22/0.3/-0.1) | -7.1 (-7.4/10.4) | LCES All | | 5.6 | 18 (5 HT) | 17 (5 HT) |
| Nat. Others (Non-PPG) | | | | | | | | National All | tbc | 6.0 | tbc | 15 |