

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 School
Number of pupils in school	566
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs P Hearle
Pupil premium lead	Mr P Poulton
Governor / Trustee lead	Mrs S Poolton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,308
Recovery premium funding allocation this academic year	£24,795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£188,103

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 achieve their targets in line with their peers, and their attainment has historically increased; however, in 2021, unusually for students at Ludlow School, the attainment gap increased, in line with national performance. The challenge will be to ensure that the Recovery Funding assists in addressing this anomaly.

Challenges

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

Challenge number	Detail of challenge
1	Improve attainment and close the gaps – Current Year 11 made a quarter of grade less progress in Year 10 (- 0.26 APS)
2	Attendance
3	Attitudes to learning
4	Social & Emotional Development and Wellbeing

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
Improve Progress 8	Achieve top quartile for progress by disadvantaged students amongst similar schools (<i>like for like</i>)

Improve Attainment 8	Achieve national average for attainment for all students
% Grade 4+ and 5+ in English and Maths	Achieve above average English and Maths 4+ and 5+ scores for similar schools
Attendance & Attitude to Learning	Improve attendance to national average, for non-disadvantaged students
EBacc entry	Increase national average EBacc Entry for all students

Activity in this academic year

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

Teaching

Budgeted cost: £99,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
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
Literacy and Numeracy interventions across KS3 for low attaining, disadvantaged students	EEF data confirms between 4 and 5 months of additional progress per year.	1,4
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
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 on EKS2 SATs.	1

Targeted academic support

Budgeted cost: £55,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Intervention: IDL/Read-Write Inc, Magic Link; Numeracy Intervention: 123 Maths, White-Rose Maths TA Support	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
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
Specialist Recovery Provision - English & Maths	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.	1
1-1 Across Curricular Tutoring	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 2021 confirmed that 17% of the grades related to the students undertaking this support improved between the final two data drops.	1,2,3,4
Homework Club	EEF data confirms up to 5 months of additional progress.	1,4

Wider strategies

Budgeted cost: £33,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing attendance for disadvantaged students; EWO support, above and beyond CLT strategies	EEF data confirms 4 months of additional progress; this support has also meant that between Sept 2020 and October 2021, attendance data has been at least 17% higher than the national average.	1,2,3,4
Support Social and Emotional development; provision of the School Counsellor, Family Support Worker, Key Stage 4 Mentor, CEAIG Support and Inter-Generational Missioner	EEF data confirms 4 months of additional progress per year.	1,2,3,4
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

Total budgeted cost: £187,800

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 2020 to 2021 academic year.

2020-21 Pupil premium Impact

Progress 8 and Attainment 8 figures are not appropriate, due to Teacher assessed Grades being the form of assessment for the Summer of 2021. However, pure attainment (in the form of grades 1-9) and the outcomes achieved by students who trigger the Pupil Premium Grant (PPG), relative to "Others" who do not trigger the grant, can be viewed as an indicator of success or otherwise.

56% of PPG students achieved their FFT 20 Target, compared with 47% in 2020

32% of PPG students obtained Grade 5 in English & Maths (33% in 2020) – the gap is 23% - an increase of 14%

45% of PPG students obtained Grade 5 English (38% in 2020) – the gap is 21% - a decrease of 7%

39% of PPG students obtained Grade 5 in Maths (44% in 2020) – the gap is 17% - an increase of 16%

55% of PPG students obtained 5 Grade 4s (55% in 2020) – the gap is 19% - an increase of 1%

32% of PPG students obtained 5 Grade 5s (33% in 2020) – the gap is 18% - an increase of 11%

6.5% of PPG students achieved the EBacc at Grade 5 – an increase of 1%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	NA
NA	NA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA