

Pupil premium strategy statement 2024-27

School overview (updated Autumn 2025)

Detail	Data
School name	Ludlow Primary School
Number of pupils in school	390 (356 YR-6)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-27
Date this statement was published	October 24
Date on which it will be reviewed	October 25
Statement authorised by	Nicola Collins
Pupil premium lead	Nicola Collins
Governor / Trustee lead	Andrew Teale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£147,840

Part A: Pupil premium strategy plan

Statement of intent

The principles:

At Ludlow Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We believe that with the correct support all pupils can achieve this, if the provision meets their needs. We are committed to making sure that all pupils are given every opportunity to thrive in a safe, supportive and stimulating learning environment where they belong.

Our aim is to

- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure all pupils reach the expected standard by Y6

Our strategy works towards achieving those objectives by focusing on what makes most difference –quality first teaching. This in conjunction with overcoming barriers such as poor attendance, adverse early childhood experiences, early weak language skills and in some cases complex family circumstances. There is not a ‘one size fits all’ process. Staff knowledge of children, close relationships with families and flexibility to meet changing needs work towards achieving our objectives. Barriers are:

- Learning gaps – COVID-19 pandemic, in year transfer, prior experiences
- Low attainment on entry either in reception or IYT – due to some of above
- Poor attendance
- Adverse early childhood experiences and/or family circumstances

We will overcome these barriers through a range of strategies outlined in the [EEF](#) guidance documentation. Below are some examples of the support given with decisions based on robust diagnostic assessment. These examples will and have changed based on the needs of children at Ludlow Primary.

- Small group work with experienced teacher/teaching assistant focused on overcoming gaps in learning
- 1-1 support
- Access to all activities/residentials /opportunities to engage with extracurricular clubs
- 0.8 SEND Lead for PP children with SEND
- Specialist learning software for reading and maths
- School counsellor
- CPD for staff –Read Write Inc phonics, reading, NCETM Maths hub, Talk for Writing, Mary Myatt

- Full time Wellbeing Support team ESLA trained
- Pastoral, Family Learning Specialist

Challenges

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

Challenge number	Detail of challenge
1	Some pupils enter school with poor language and vocabulary skills linked to limited life experiences.
2	Maths - language and understanding in problem solving and reasoning KS2 recall of TT facts
3	Writing - focus on structure and spelling patterns, common errors
4	Reading – lack of prior experience, lack of home support and engagement
5	Adverse childhood experiences/ SEMH
6	Variability of engagement with parents
7	Attendance

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
All children have a secure assessment	Monitoring shows next steps for every child are precise, shared and acted upon
Improved language and vocabulary and reading skills.	Standards in reading are at/above national for Y2 and Y6 Standards in phonics are at/above national for Y1 and Y2
Improved writing attainment and accelerated progress	Standards in writing are at national for Y2 and Y6 SPAG scores at/above national
Improved maths attainment and accelerated progress	Standards in maths are at/above national for Y2 Y6 Standards in Y4 multiplication check are at/above national. Gaps in all other year groups closing for PP children
PP GDS attainment improves	Standards in reading, writing, mathematics and GPS at GDS are in line with national for Y2 and Y6. Gaps in GDS in all other year groups closing for PP children

Attendance is good	Overall attendance is in line or better than national for all children. PA is better than national.
All PP Children's well-being is good	All children have access to additional individual/ family support for their mental health and wellbeing. All children have their social and emotional needs met. Children's barriers to learning are reduced and develop resilience as a result of interventions and well being support.
Parental engagement with learning is good	Children are supported with daily reading, phonics and homework. Data from online learning records and virtual learning platforms supports this.

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 (for example, CPD, recruitment and retention)

Budgeted cost:£25,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of accurate system of assessment which pinpoints next steps	Provides accurate assessment of each child's needs and next steps. Evidenced based teaching toolkit <u>Teaching and Learning Toolkit EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	1,2,3,4
Phonics and reading Daily Read, Write Inc Phonics teaching programme in place across the school in EYFS/KS1 CPD and leadership/ teaching support. Allocation of funds for subscriptions (reading and spelling) and high-quality reading texts for EYFS, KS1 and KS2 Accelerated reader	EEF -Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3,4

Maths NCETM maths mastery SHaW workgroups and leadership groups	CPD has greater impact on standards than other interventions and solutions Mastery learning EEF (educationendowmentfoundation.org.uk) Developing Great Leadership of Continuing Professional Development and Learning Centre for the Use of Research & Evidence in Education (CUREE) Mastery learning EEF (educationendowmentfoundation.org.uk) Ongoing assessment demonstrates this is an area of need	2
Quality First Teaching and Curriculum development. CPD funds allocated to ongoing training of Teachers and Teaching Assistants Curriculum whole school development - CPD Chris Quigley Essentials curriculum Reading, and maths TA CPD Development of PSED curriculum and leadership role.	Quality teaching at least good every day. CPD has a greater impact on standards than other interventions and solutions. Assessment data internal/ external indicates this is an ongoing area of need. https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability	1,2,3,4
Talk For Writing training	CPD has greater impact on standards than other interventions and solutions Ongoing assessment demonstrates this is an area of need Independent review of teachers' professional development in schools: phase 1 findings - GOV.UK (www.gov.uk)	3

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

Budgeted cost: £49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led support	In line with DFE guidance	2

Additional experienced teaching staff to support targeted small group teaching in maths in KS2	EEF research shows 'moderate impact' One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	
Phonics Phonic RWI Intervention for KS2 children	EEF Phonic approaches have been consistently found to support children mastering the basics of reading. Phonics EEF (educationendowmentfoundation.org.uk)	1,3,4
Small group intervention based on precision teaching Reading Comprehension pre and over teach in maths	Internal data and information show children working below expected have specific gaps in knowledge Oral language interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	2,4
Speech and Language Targeted support for children identified with additional speech and language needs Nuffield Early Language Intervention WellComm and Talk Boost speech and language program Ks1 and Ks2	EEF research on one to one and small group provision/ intervention One to one tuition EEF (educationendowmentfoundation.org.uk)	1
Intervention programmes Provide targeted structured interventions in reading, writing and maths 1,2,3 maths NCETM Mastering Number Spelling RWI Padlet Widget	Step by step approach, filling the gaps in a child's knowledge. Internal data and information show children working below expected have specific gaps in knowledge Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4

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

Budgeted cost: £ 72,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Partnership with EWO Attendance and inclusion team SLA Targeted work with families Well-being lead support	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully EEF- personalised planning is proved to be effective	6,7
Family support for vulnerable families and children Provided by Wellbeing leads Safeguarding leads SENCo	EEF- social and emotional learning can impact on pupil progress Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5,6,7
ELSAT Intervention and training and School Counsellor	EEF- social and emotional learning can impact on pupil progress 4+ months Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5,6,7
Free Breakfast club for Pupil Premium children on each site	NFER research EEF - Breakfast club schools also saw an improvement in pupil behaviour and attendance It ensures pupils are fed and ready to learn Improves attendance, punctuality, wellbeing.	5,7
In school homework club	Access to IT equipment All pupils can complete homework tasks and have access to adult support in a quite learning environment	2,3,4,6
Parental engagement via on site sessions, Dojo	EEF guide to parental involvement in schools Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	5,6
Inclusion funding Financial support for voluntary activities Enrichment/ extra – curricular activities Residentials/ Visits Purchasing school uniform, equipment etc.	All children have equal opportunities Research shows that pupils taking part in extra-curricular/ curriculum enhancement activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners Pupils are given opportunities to access activities which will engage and inspire them.	1,5,6

	Evidenced through the EEF teachers' toolkit	
Music	Curriculum enhancement Opportunity for all - Strong schools with great teachers for your child (publishing.service.gov.uk)	1,5

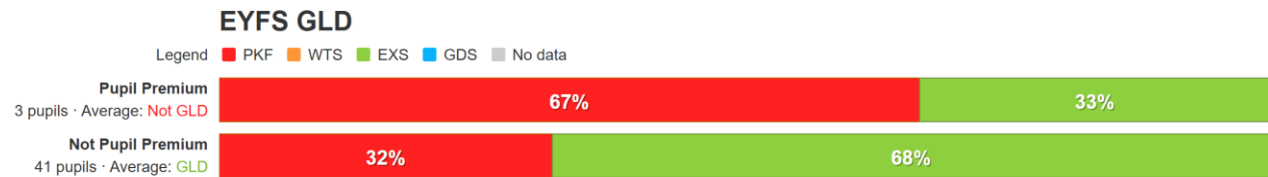
Total budgeted cost: £ 147,840.00

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 our pupils in the last 3 academic years.

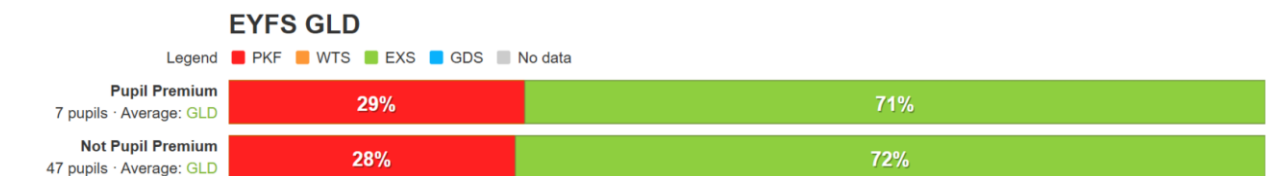
EYFS 2023 65% GLD (national 67%)



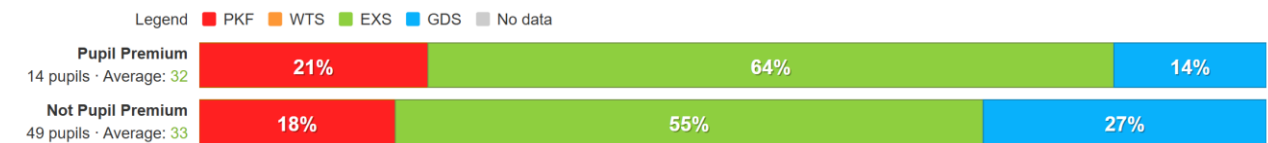
EYFS 2024 71% GLD (national 68%)



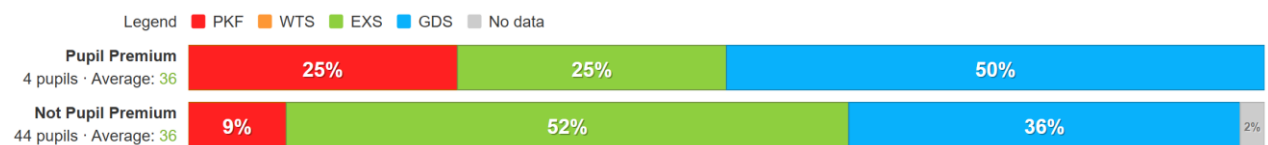
EYFS 2025 73% GLD (national 68%)



2023 Phonics at the end of Y1 was above national 81%



2024 Phonics at the end of Y1 was above national 89%

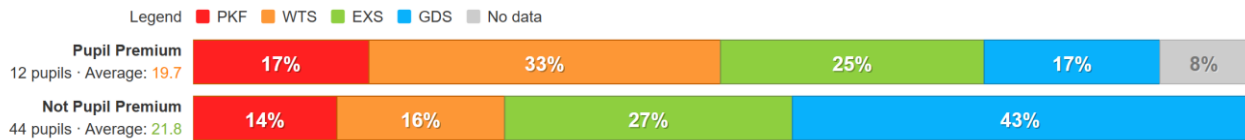


2025 Phonics at the end of Y1 was above national 84%



MTC 2023 40% (national 29%)

Maths - MTC



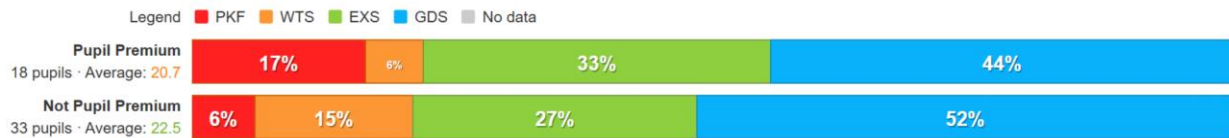
MTC 2024 52% (national 34%)

Maths - MTC



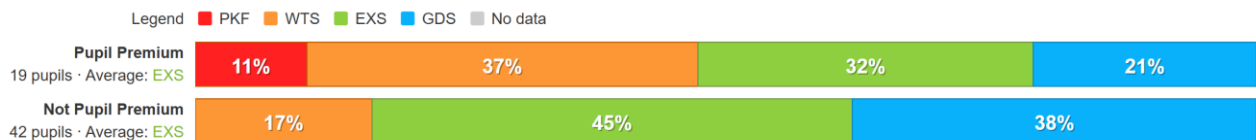
MTC 2025 48% (national 37%)

Maths



Year 6 SATs 2024/5:

Reading



Writing - Main Assessment



Maths - SAT Scaled Score



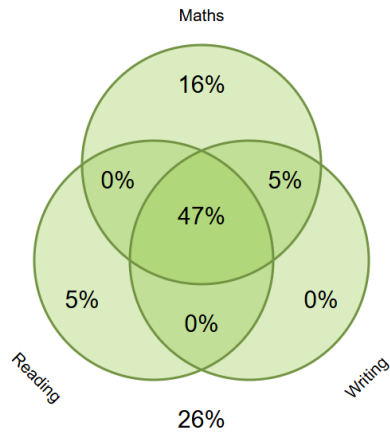
GPS - SAT Scaled Score



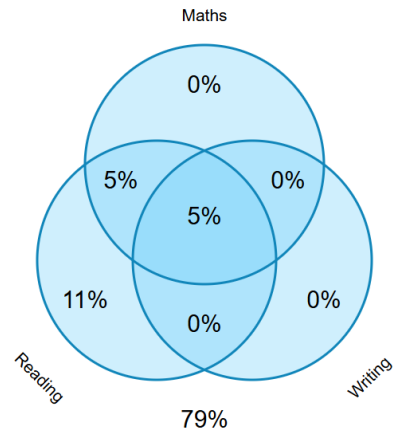
Combined attainment

Pupil Premium

At/above expected

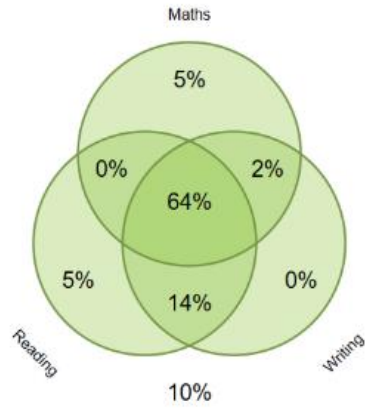


Above expected

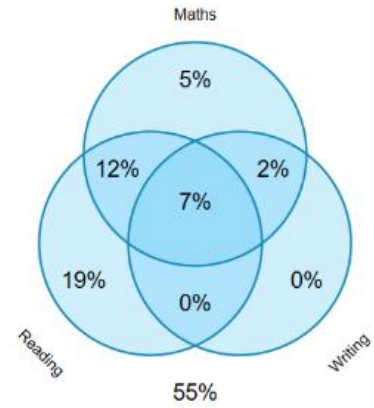


Not Pupil Premium

At/above expected



Above expected



Year 6 SATs 2023/4:

Reading

Legend: PKF (red), WTS (orange), EXS (green), GDS (blue), No data (grey)



Writing

Legend: PKF (red), WTS (orange), EXS (green), GDS (blue), No data (grey)



Maths

Legend: PKF (red), WTS (orange), EXS (green), GDS (blue), No data (grey)



GPS

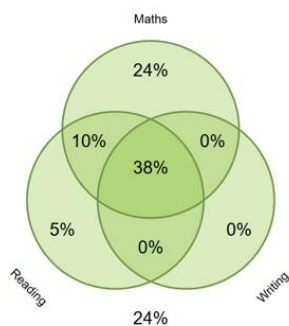
Legend PKF WTS EXS GDS No data



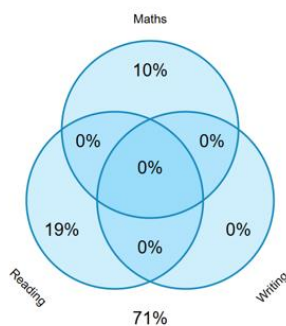
Combined attainment

Pupil Premium

At/above expected

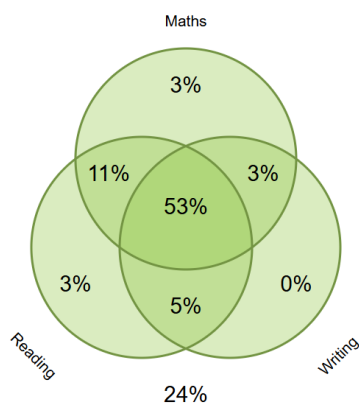


Above expected

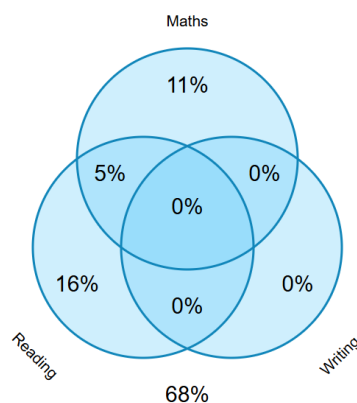


Not Pupil Premium

At/above expected



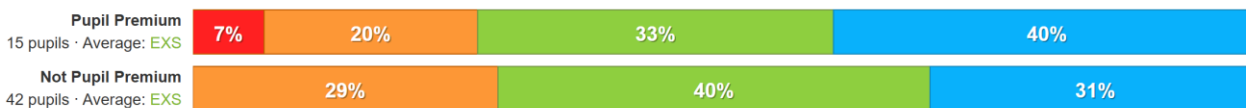
Above expected



Year 6 SATs 2022/3:

Reading

Legend PKF WTS EXS GDS No data



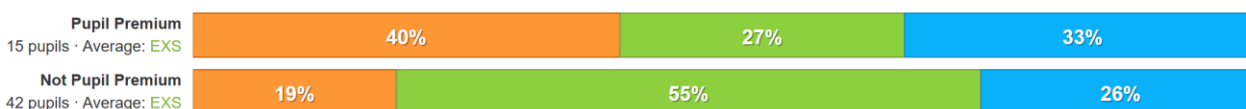
Writing

Legend PKF WTS EXS GDS No data



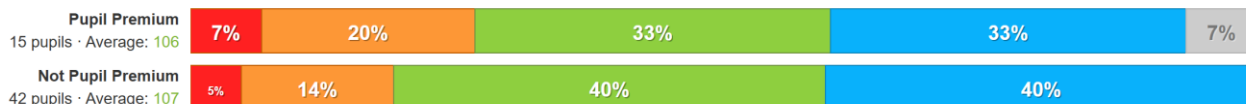
Maths

Legend PKF WTS EXS GDS No data



GPS

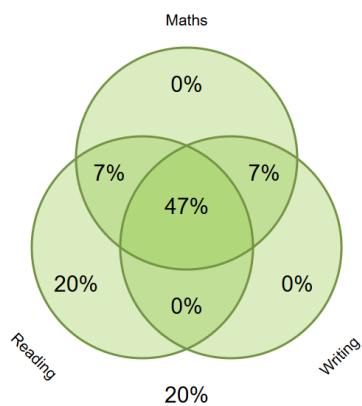
Legend PKF WTS EXS GDS No data



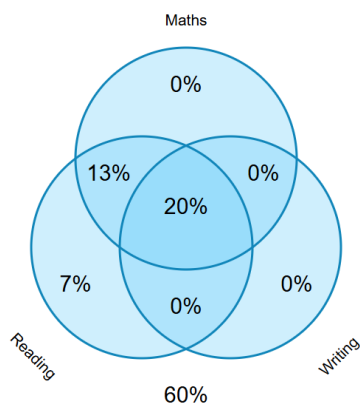
Combined attainment

Pupil Premium

At/above expected

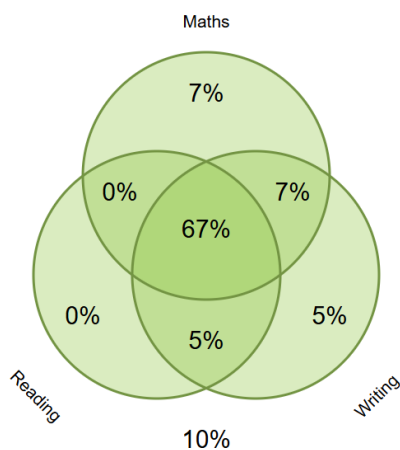


Above expected

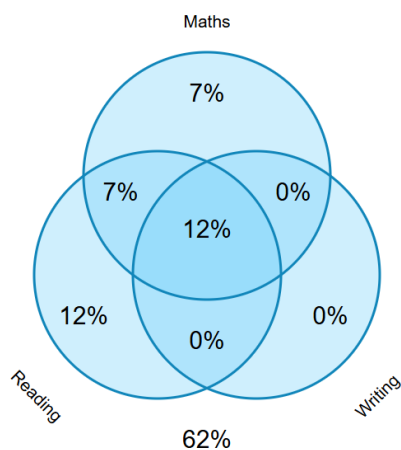


Not Pupil Premium

At/above expected



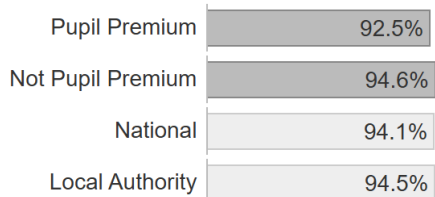
Above expected



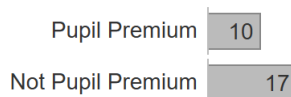
Attendance

Summary of 390 Pupils ((from 2022-2023) in Years R-6)

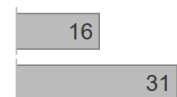
Attendance percentage



15-18 days missed

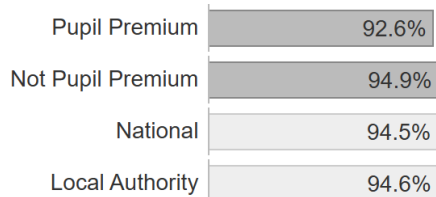


19+ days missed

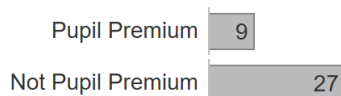


Summary of 382 Pupils ((from 2023-2024) in Years R–6)

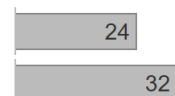
Attendance percentage



15-18 days missed

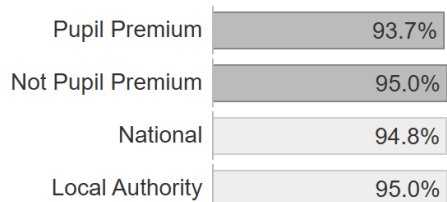


19+ days missed

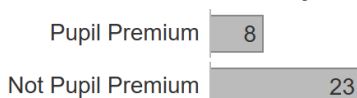


Summary of 378 Pupils ((from 2024-2025) in Years R–6)

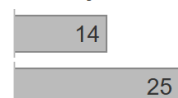
Attendance percentage



15-18 days missed



19+ days missed



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
Talk for writing	Pie Corbett
Talk Boost	Speech and Language UK
Welcomm	GL Assessment
Mastery Maths	NCTEM/ White Rose
RWI phonics	Ruth Miskin
1,2,3 maths	1,2,3 learning
Essentials Curriculum	Chris Quigley
EAL strategy and leadership	Bell Foundation