

Pupil premium strategy statement – Laddingford St Mary’s CofE Primary School & Nursery

September 2024

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	85
Proportion (%) of pupil premium eligible pupils	25%
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 - 2027
Date this statement was published	March 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Lucy Clark – Headteacher
Pupil premium lead	Laura Fittall – Assistant Headteacher
Governor / Trustee lead	Sharon Waterman – Co-Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,640
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>	£26,640

Part A: Pupil premium strategy plan

Statement of intent

At Laddingford we value every member of our community, offering an inclusive, nurturing environment, meeting the needs of all of our pupils through quality first teaching, developing an evidence-based curriculum and mainstream core standards. Following the example of The Good Shepherd, we ensure that no-one is left behind by providing the skills needed for lifelong learning in a changing world. It is our intention that pupil premium funding is utilised to support this vision, ensuring that every pupil has the same opportunities to progress and attain highly across all areas of the curriculum, and that regardless of their background or individual circumstances they also have opportunities to undertake activities which build cultural capital such as offsite educational visits.

We will achieve this by:

- Delivering an evidence-led curriculum which instils the value of the skills and knowledge developed throughout education
- Ensuring leaders drive continuous improvement through effective decision making based on current research and best practice.
- Providing a safe, inclusive environment that fosters openness and independence, celebrating diversity and promoting equality.
- Optimising opportunities for all students to exceed expectations and reach their full potential, preparing them for their next stage of learning
- Expecting all members of our school community to respect each other and their environment, consistently upholding the highest standards of behaviour and self-discipline.

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. 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 their work
 - Invest in high-quality resources to support the delivery of effective whole class teaching
 - Increase academic progress through 1-1 and smaller group mentoring; this includes daily 1-1 reading using TAs and/or volunteer readers
 - Adaptive and targeted support during lessons
 - Increased wellbeing support to those who need it
- Act early to intervene at the point the need is identified
 - Provide dyslexia assessments for those who we identify as benefiting from a formal assessment
 - Ensure early identification of speech and language needs and provide targeted support through the completion of Speech and Language Link assessments on all new EYFS pupils
 - Engagement in Balanced System
 - Investment in precise data tracking solutions
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
 - Providing CPD for all staff as part of whole-school priorities
- Promote the importance of good attendance and challenge any unauthorised absence
 - Invest in Studybugs to enable parents to log absence more efficiently
 - Engage with Kent PIAS team
- Prioritise individual support strategies around social and emotional development, including health and wellbeing

- Introduce a SEND/Wellbeing Mentor role
- Use of the calm cabin for a place to regulate
- Ensure strong and positive home school communication

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will aim to consult a wide body of independent, high quality reviews and educational research, such as the Education Endowment Foundation (EEF). This will allow us to implement strategies and programmes that have researched and impact assessed which should ensure greater success for the unique context of our school, whilst also ensuring the best value for money.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Social and Emotional difficulties</i></p> <p>Some pupils have social and emotional difficulties including health issues and deprivation. Many of our children are suffering the impact of the pandemic and impact on their learning; in many cases impact on progress and gaps in their learning has left to worsening attendance especially due to anxiety about their learning. They have poorer behaviour as a result. Currently 62% of 21 of children in receipt of pupil premium receive additional school based emotional support and/or their families receive support regularly from school.</p>
2	<p><i>Writing</i></p> <p>Internal assessments indicate that writing legibility (handwriting) and grammatical accuracy (spelling especially) in many of our disadvantaged pupils has been impacted more significantly by partial school closures than for other pupils. Internal analysis shows that 43% of children in receipt of pupil premium are underachieving currently in writing.</p>
3	<p><i>Reading</i></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their progress as readers. Internal analysis shows that 62% of children in receipt of pupil premium are underachieving currently in reading.</p>
4	<p><i>Mathematics</i></p>

	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with understanding of number than their peers. This negatively impacts their progress as mathematicians. Internal analysis shows that 43% of children in receipt of pupil premium are underachieving currently in mathematics.
5	Speech, Language and Communication Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and, in general, are more prevalent among our disadvantaged pupils.
6	Attendance Attendance of children in receipt of pupil premium is currently at 76.79% compared to 91.37% attendance for non-disadvantaged pupils. Absenteeism negatively impacts the progress of our disadvantaged pupils. This figure is impacted by some pupils in receipt of pupil premium funding being on part time timetables.

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
<i>Achieve and sustain good mental health and well-being for pupils in the school, especially those that are disadvantaged.</i>	<p>Sustained high levels of emotional health and wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from stakeholder voice (pupil/parent/staff) and teacher observations - A significant increase in structured language around behaviour and a reduction in low level incidents through an improved and consistent use of our positive behaviour policy and the Zones of Regulation - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<i>Improved attainment in writing, especially in those that are disadvantaged</i>	<p>GLD in Early Years improves year on year with 100% of disadvantaged pupils meeting the expected standard by 2026/2027</p> <p>KS1 outcomes improve year on year with 100% of disadvantaged pupils meeting the expected standard by 2026/2027</p>

	KS2 outcomes improve year on year with 100% of disadvantaged pupils meeting the expected standard by 2026/2027
<i>Improved attainment in phonics and reading outcomes, especially in those that are disadvantaged</i>	GLD in Early Years improves year on year with 100% of disadvantaged pupils meeting the expected standard by 2026/2027 Year 1 phonics check improves year on year with 100% of disadvantaged pupils meeting the expected standard by 2026/2027 KS1 outcomes improve year on year with 100% of disadvantaged pupils meeting the expected standard by 2026/2027 KS2 outcomes improve year on year with 100% of disadvantaged pupils meeting the expected standard by 2026/2027
<i>Improved attainment in mathematics outcomes, especially in those that are disadvantaged</i>	GLD in Early Years improves year on year with 100% of disadvantaged pupils meeting the expected standard by 2026/2027 KS1 outcomes improve year on year with 100% of disadvantaged pupils meeting the expected standard by 2026/2027 KS2 outcomes improve year on year with 100% of disadvantaged pupils meeting the expected standard by 2026/2027
<i>Improved oral language skills and vocabulary, especially in those that are disadvantaged</i>	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.
<i>Achieve and sustain improved attendance for all pupils in the school, especially in those that are disadvantaged</i>	Improvements in attendance and punctuality by 2026/2027 to be in line with National expectations, including those that are disadvantaged: Whole school attendance rate being no less than 96%, and the attendance gap between non-disadvantaged and disadvantaged pupils reduces

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: £8362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued investment in tracking systems / standardised assessments</p> <p><i>Insight tracking - £360</i></p> <p><i>Language / speech link - £339</i></p> <p><i>Nessy / Dyslexia Quest - £363</i></p> <p>CPD for staff to ensure assessments are correctly administered and interpreted correctly</p>	<p>Standardised tests can help provide reliable insights into the specific strengths / weaknesses of each pupil; this helps ensure the correct additional support through interventions or teacher instruction:</p> <p>Education Endowment Foundation EEF</p> <p>Following research around the science of reading: What is the Science of Reading - The Reading League Nessy is a child friendly computer programme that makes learning how to spell and read accessible for children who are likely to struggle with dyslexia</p>	<p>2, 3, 4, 5</p> <p>Estimated spend: £1062</p>
<p>Sustained use of DFE validated systematic and synthetic phonics programme to secure stronger phonics teaching for all pupils, especially those that are disadvantaged or with SEND Choosing a phonics teaching programme - GOV.UK</p>	<p>Phonics approaches have a strong evidence base that show a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics EEF</p>	<p>2, 3</p> <p>Estimated spend: £300</p>
<p>SEND & Well-being mentor to provide bespoke learning and emotional support to individuals and groups of children</p>	<p>Teaching Assistant Interventions EEF</p> <p>Research on teaching assistants who provide one to one or small group targeted interventions show a positive benefit on improving pupil outcomes. This is most effective where interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p>	<p>1, 2, 3, 4, 5, 6</p> <p>Estimated spend: £7000*</p> <p><small>*Cost of SEND/Wellbeing mentor 5 mornings per week</small></p>

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Establish high quality in class learning support including developing a skillset in precision teaching</i>	<p>Teaching Assistant Interventions EEF</p> <p>Research on teaching assistants who provide one to one or small group targeted interventions show a positive benefit on improving pupil outcomes. This is most effective where interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p>	<p>1, 2, 3, 4, 5, 6</p> <p>Estimated spend: £8000*</p> <p><small>*Cost of Cover Supervisor 5 afternoons per week</small></p>

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

Budgeted cost: £6150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club</i>	Laddingford is part of the early adopter free breakfast club offer	<p>6</p> <p>Estimated cost: £nil</p>
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. HT engaging with Best Practice Attendance meetings.	<p>6</p> <p>Estimated cost: £nil</p>
<p>Support pupil access to wider curriculum enrichment activities such as:</p> <p>Trips/visits (£20 pp per annum) - £420</p> <p>Residential/activity week (£250 per pupil –</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p> <p>Arts participation EEF</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p>	<p>1, 2, 3, 4, 5, 6</p> <p>Estimated cost: £4440</p>

<p>Year 5/6 only) £1250 <i>based on the estimate of no more than 5 disadvantaged pupils per year</i></p> <p>Swimming lessons (£90 per pupil - KS2 only) £1890</p> <p>Theatre trip (£30 per pupil) £630</p>	<p>Physical activity EEF</p>	
<p>Challenger Troop (Year 5/6 only)</p>	<p>An independent report compiled by researchers from the University of Brighton about Challenger Troop programmes shows “significant improvements’ in pupils and young people’ self-control and management of behaviour, social skills, self-awareness, skills for learning and approach to learning”.</p> <p>Our Outcomes - Challenger Troop CIC</p>	<p>1, 6</p> <p>Estimated cost:£1750</p>

Total budgeted cost: £22,512 estimate

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils have historically underachieved at Laddingford. Targeted precision teaching delivered by a cover supervisor (with QTS). Last year we spent some of our PP funding embedding the Little Wandle phonics scheme, this scheme has been successfully implemented. Teacher's confidence in teaching phonics has increased and outcomes for children have improved. Working with youth resilience allowed us to support children in KS2 to reintegrate back into school life and build positive friendships with each other once again. This work will be ongoing as the mobility of the cohort means that there is often support needs to help children integrate, and to help non-mobile pupils to manage the shifting dynamics.

Attainment for disadvantaged pupils – September 24 – July 25

Reading	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% EXS+	100%	0%	50%	0%	33%	33%	25%
Writing	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% EXS+	100%	0%	50%	0%	33%	33%	25%
Maths	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% EXS+	100%	0%	50%	0%	66%	33%	25%

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
Tiger Troop	Challenger Troop