

Pupil premium strategy statement – Ludworth Primary School

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	Ludworth Primary
Proportion (%) of pupil premium eligible pupils	
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)	Sept 25-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Vicky Walker
Pupil premium lead	Vicky Morten
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,140.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
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>	£38,140.00

Part A: Pupil premium strategy plan

Statement of intent

At Ludworth Primary School, we have high aspirations and ambitions for all our children, and we believe that no child should be left behind. Every child should have the opportunity to “be their best self”.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, enjoy learning, and achieve highly across all subject areas. We aim to ensure disadvantaged pupils access the full curriculum and are supported to achieve well in reading, writing, mathematics and the wider curriculum.

In our context, disadvantaged pupils may face barriers such as limited early language exposure, persistent absence, and challenges linked to social and emotional wellbeing. These factors can impact on academic outcomes and wider opportunities if not addressed.

Some pupils eligible for Pupil Premium are also identified as having Special Educational Needs. These children are supported via SEND funding as well as through the strategies outlined in this statement, with every Pupil Premium child having a detailed, accurate and SMART provision map co-produced and reviewed alongside parents and the child.

High-quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils require the most support. Evidence from the Education Endowment Foundation (EEF) shows that improving classroom teaching has the greatest impact on closing the disadvantage gap, while also benefiting non-disadvantaged pupils.

Our strategy is underpinned by the EEF’s Guide to the Pupil Premium and Teaching & Learning Toolkit, ensuring that approaches are evidence-informed and targeted for maximum effect. We will monitor impact through progress data, attendance, wellbeing measures, and pupil/parent voice. This enables us to adapt provision quickly where strategies are not working as intended.

Focus areas for 2025–26

- Poor verbal language and limited vocabulary in Reception
- Mental health and social-emotional needs
- Weak handwriting and fine-motor skills reducing transcription fluency
- Persistent absence

Our Pupil Premium strategy is underpinned by the Education Endowment Foundation’s evidence base. We will monitor impact through progress data, attendance, wellbeing measures and pupil/parent voice. This will ensure that every disadvantaged child at Ludworth has the support they need to thrive academically and personally.

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	PP pupils are disproportionately affected by anxiety, low self-esteem and social/emotional needs, impacting engagement and attainment.
3	Internal and external assessments, work scrutinties, in-school moderation and discussions with pupils indicate that disadvantaged pupils have weaker handwriting and fine-motor skills reducing transcription fluency. PP pupils often struggle with handwriting fluency and spelling automaticity, reducing capacity to express ideas in writing.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between ** and ** lower than for non-disadvantaged pupils. A greater proportion of disadvantaged pupils have been ‘persistently absent’ compared to all pupils during that period. Our assessments and observations indicate that pupil absence is negatively impacting disadvantaged pupils’ progress. It is important to note; however, many of the disadvantaged pupils also have medical needs, SEND and other vulnerabilities which have impacted significantly on 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
Language gaps narrowed	PP children in Reception demonstrate accelerated progress in vocabulary and

	language assessments (NELI or equivalent). Gap narrowed by 20%.
Improved mental health and wellbeing	PP pupils show improved SDQ or Boxall scores; increased engagement in lessons; fewer behaviour/SEMH incidents.
Improved transcription (handwriting & spelling)	PP pupils achieve age-related handwriting/spelling milestones. Writing assessments show increased volume and quality.
Improved attendance	Reduce persistent absence for PP pupils to below 10%. Increase overall PP attendance to 95%.

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: £1496.00

Tier 1 High Quality Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for EYFS staff to deliver NELI and use Speech Link data diagnostically (EEF: Oral language interventions +6 months).	<p>Overview: The Nuffield Early Language Intervention (NELI) is a 20-week oral language programme designed for four- and five-year-olds in Reception classes. Delivered by trained teaching assistants, it focuses on enhancing children's vocabulary, listening, and storytelling skills through targeted small group and individual sessions. EEF</p> <p>Evidence of Impact: Children who participated in NELI made an additional four months' progress in language skills compared to those who did not- EEF Disadvantaged pupils, particularly those eligible for free school meals, benefited the most, with a seven-month boost to their language skills- NFER</p>	1
Staff training in new handwriting scheme to ensure consistent delivery across	EEF Guidance Report – Improving Literacy in Key Stage 1: The EEF emphasises the importance of developing transcription skills, including handwriting, to support writing development. They recommend that pupils should develop fluency in	3

<p>school (EEF: <i>Improving Literacy KS1/KS2 – Rec. 2: develop transcription skills</i>).</p>	<p>these skills to the point that they can focus on composing and structuring their writing without being hindered by the physical act of writing EEF. EEF Guidance Report – Improving Literacy in Key Stage 2: Similarly, for older pupils, the EEF advises that extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Monitoring pupils' handwriting to ensure accurate letter formation and consistent practice is crucial for improving writing outcomes</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23,765.00

Tier 2 Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech link screening on entry with follow up support. Small groups using NELI intervention.</p>	<p>The NELI programme has demonstrated significant improvements in oral language skills. An independent evaluation found that children who received NELI made the equivalent of four additional months' progress in language skills compared to those who did not participate. EEF EEF Alignment: Supports the EEF's recommendation for oral language interventions, which have been shown to be effective, especially when delivered in small groups.</p>	
<p>1:1 or small-group support where appropriate, linked to identified barriers.</p>	<p>The EEF's Teaching and Learning Toolkit highlights that small-group tuition is effective,</p>	1, 3
<p>Fine motor skills groups and targeted handwriting/spelling catch-up for pupils needing support.</p>	<p>Improving Literacy in Key Stage 1: The EEF emphasizes the importance of developing transcription skills, including handwriting, to support writing development. They recommend that pupils should develop fluency in these skills to the point that they can focus on composing and structuring their writing without being hindered by the physical act of writing. Source: Improving Literacy in Key Stage 1 EEF</p>	3

	<p>Improving Literacy in Key Stage 2: Similarly, for older pupils, the EEF advises that extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Monitoring pupils' handwriting to ensure accurate letter formation and consistent practice is crucial for improving writing outcomes.</p> <p>Source: Improving Literacy in Key Stage 2 EEF</p>	
<p>Pupil Premium children to have a detailed, accurate and SMART provision map, which is co-produced and evaluated alongside parents and the child.</p> <p>Targeted intervention link to provision map</p>	<p>Individual provision plans are a proven strategy for supporting Pupil Premium children. By identifying specific barriers to learning and implementing tailored interventions, schools can effectively improve the academic outcomes of disadvantaged pupils. This approach is supported by guidance from the EEF and the DfE, as well as successful case studies from schools across the UK.</p>	

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

Budgeted cost: £12,879.00

Tier 3 Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor support to address mental health and social-emotional needs.</p>	<p>The EEF's guidance on Social and Emotional Learning (SEL) highlights that SEL interventions can improve pupils' decision-making skills, interactions with others, and self-management of emotions. These interventions are particularly beneficial for disadvantaged pupils and can lead to improvements in both academic and non-academic outcomes.</p>	2
<p>Increased contact with parents/carers, including workshops to support learning at home Including Year 1 Phonics and reading Year 6 SATS meeting Plus others</p>	<p>The DfE's report on Successful Approaches to Parental Engagement indicates that targeted approaches, and building positive relationships with parents are key to improving outcomes for young people.</p>	1, 3,4
<p>Support with the cost of educational visits and</p>	<p>The DfE's Charging for School Activities guidance allows schools to subsidise or fully fund educational trips and residential visits for</p>	2, 4

<p>residential to ensure full participation.</p>	<p>specific pupils using Pupil Premium funding. This ensures that financial barriers do not prevent disadvantaged pupils from participating in enriching experiences</p>	
<p>SLT and family engagement strategies to improve punctuality and reduce persistent absence.</p> <p>Including: Regular phone calls by SLT for PP children who drop below attendance threshold. Follow up in person meeting if no improvement. Release time for staff to implement procedures.</p>	<p>The DfE's Working Together to Improve School Attendance guidance emphasises the importance of prioritising attendance in strategies related to attainment, behaviour, bullying, special educational needs support, and supporting pupils with medical conditions or disabilities. It also highlights the need for schools to work closely with families to improve attendance.</p>	<p>4</p>

Total budgeted cost: £38,140.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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