

# Pupil Premium Strategy Statement



## Luston 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	94
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	December 2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mary Freeman
Pupil premium lead	Mary Freeman
Governor / Trustee lead	Caroline Williams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£47,240

# Part A: Pupil premium strategy plan

## Statement of intent

At Luston Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

### Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within the school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

### Our context:

- Rural north Herefordshire with 78% of school population living in Leominster. A significant number of the school's PP families live in areas where deprivation is high which limits the experiences on offer to some families. Leominster Ridgemoor remains among the most deprived in the country with almost 31% of people experiencing income deprivation. This is reinforced by the fact that Leominster has some of the highest rates of claiming out-of-work benefits in the county and some of the most employment deprived areas in Herefordshire
- 41% of pupils are eligible for Pupil Premium Funding in comparison to national average 24.6% (2024)

### Achieving our objectives:

Deprivation Indices (2019): The indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

Barriers to Housing and Services 3	Crime decile 4	Education and skills decile 1
Employment decile 2	Health and Disability...3	Income decile 1
IDACI decile 2	Index of Multiple Deprivation decile 2	Living Environment decile 7

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first-hand learning experience
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

**Key Principles:**

We will ensure that high quality teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health. Pupils unable to self-regulate and manage emotions in an age-appropriate way
2	Speech, language and communication. Pupils entering the EYFS with language and listening skills well below their developmental age and stage.
3	Low academic starting points. The aspiration to 'keep up, not catch up'.
4	Attendance – school is the place to be!
5	Lack of cultural capital opportunities
6	Limited parental engagement with low aspirations for school and future careers

## 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
<p>Gaps in learning will be closed allowing children to meet expected standards and achieve greater depth in reading, writing and maths at the end of KS2.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>The curriculum will be adapted to allow children to build on and revisit what they have previously been taught.</p> <p>Progress and attainment will be rigorously assessed throughout the year to include pupil progress meetings between teachers and members of the leadership team.</p> <p>From their starting points, PP children will have made significant improvements to allow them to close the gaps in their learning and achieve outcomes in-line with, or above, national average by the end of KS2.</p>

<p>SIP: Curriculum and Teaching 1,2,3</p>	<p>PP children equate to 45% of the current SEN register 2025/26. Of the 18 children, 6 have an EHCP.</p>
<p>PP children will make at least expected progress and will achieve the expected attainment levels at end of year and at specific points.</p> <p>GLD in EYFS Y1 Phonics Screening Y4 MTC KS2 reading, writing, maths and GAPS</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>SIP: Achievement 2</p>	<p>High quality teaching in conjunction with pre-teaching and keep up strategies will ensure that PP children make at least expected progress each academic year.</p>
<p>Children are able to recognise and talk about their emotions. PP children will have their individual and collective personal, social, mental health and emotional needs met effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</a></p> <p><i>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</i></p> <p>SIP: Personal Development and Well-being 1</p>	<p>Children will demonstrate school's core values consistently inside and outside of the classroom.</p> <p>Children will have improved self-esteem and self-confidence.</p> <p>Children maintain friendships within their peer group and be more able to resolve disputes independently.</p> <p>Children will be more able to regulate their emotions.</p> <p>Consistent approach with use of graduated response to identify pupils and families who may need support, including Early Help. In house Thrive progress data shows movement in developmental strands for pupils.</p> <p>The effective work of the Mental Health Lead across the Federation.</p>
<p>Improved oral language skills and vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p><i>'Children with better language skills also have better literacy skills, so it might be expected that by improving language skills we can also improve literacy. Following the 20 week programme children made about four months of additional progress in language skills.'</i></p> <p>SIP: Curriculum and Teaching 2, Early Years 1</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantage pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Parental engagement with their child's learning in all subjects. Children to be ambitious in their aspirations for their future.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><i>'Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</i></p> <p>SIP: Inclusion1, Attendance and Behaviour 1, Achievement 2</p>	<p>Increase in % of parents' attendance and engagement at school events. Evidence that parents access the Federation website to support their child with their learning.</p> <p>Pupil voice demonstrates ambition and aspirations of all children.</p>
<p>Improve the range of activities and experiences (cultural capital) which PP children would otherwise be unable to access.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/learning-about-culture">https://educationendowmentfoundation.org.uk/news/learning-about-culture</a></p>	<p>Access to high quality cultural capital opportunities for all PP children to ensure a broad and balance curriculum and a wide variety of experiences.</p>

<p>'... the role that cultural learning in schools plays in improving educational outcomes for children.'</p> <p>SIP: Achievement 4</p>	
<p>Attendance rates of PP children, in particular PA pupils, will improve to reach school target and in line with national expectations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p>' ... attendance is a challenge and priority for schools up and down the country. Improving attendance is a multifaceted mission, requiring different approaches in different contexts'</p> <p>SIP: Attendance and Behaviour 1, 2, 3, 4</p>	<p>The gap will be diminished between the attendance levels of PP and non-PP children.</p> <p>Attendance data will be regularly analysed to identify PP children and families who are persistent absentees and those whose attendance is a concern.</p> <p>Any child's absence to be explored from the first day of absence.</p> <p>The GRT support officer will be notified, where applicable, to support GRT families.</p>

## 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: £37,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA KS1	<p>Poor language and communication skills on entry into YR. Children do not have a breadth of vocabulary to reflect their experiences.</p> <p>Small group support required of 1:1 support in speech and language.</p>	2, 3
Thrive - programmes	Children have SEMH need and from online screening have low developmental strands profile	1
HLTA KS2	Transition from KS1 to KS2. Evidence shows that some PP children find it difficult to use talk to connect ideas and explain what is happening coherently. Such children require 1:1 support daily exploring vocabulary and structure of language	2
Staff CPD	High quality staff CPD is essential to follow EEF principles. All CTs involved in Mastery in Mathematics programme working with the SHAW hub. Most subjects are supported by a local hub network.	2, 3
Single year Reception cohort class	Awareness of low entry point in all areas of the EYFS; the need to focus on a pure EYFS curriculum	2, 3

Autism training	To effectively support children who display autistic traits	3
Speech and Language support	% of children in YR and Y1 who require SALT intervention	2

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

Budgeted cost: £5,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI (Read, Write, Inc) support	PP children make accelerated progress. PP children are at least in line with non-PP nationally	3
IT interventions: Clicker, Times Table Rockstars, Literacy Gold	Children to increase their reading, spelling and maths ages	3
NELI (Nuffield Early Language Intervention)	Screening of all YR children indicates level of programme entry	2, 3
Keep-Up, Pre-Teach and support within the class	Assessment for learning	3
Fine-motor, Gross-motor and visual perception exercises	Continual assessment of needs	2

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

Budgeted cost: £5,231

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive and ELSA	Improved SEMH of all pupils Instances of challenging behaviour decrease as children able to talk about their emotions and act appropriately	1
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. To include residential costs, Wider Opportunities, peripatetic lessons	5,6
Free/subsidised wrap around care	All pupils to have a settled start to the school day. No pupil to start the day hungry.	5,6
Provision of uniform	All pupils to have the necessary equipment	

School to provide resources for learning		
Parent workshops, Tips and Tricks, Read with Me	Strengthened partnership with parents/carers. Parents/carers support their children at home with their learning.	3, 6
Lunchtime support – provision of high-quality games and activities to engage pupils	Children need support in social engagement they need to observe modelled play and the skills of taking turns and how to resolve conflict.	1

**Total budgeted cost: £48,233**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 2024/2025 Outcomes

**EYFS Good Level of Development:** cohort of 4 Pupil Premium children 75% reached threshold

**Y1 Phonics Screening:** cohort of 7 Pupil Premium children 86% reached threshold

**End of KS2:** cohort of 7 Pupil Premium children 43% reached threshold

#### Y1-Y6 - At Age - PUPIL PREMIUM

At Age?	No	No with Data	Below Age Expectation	At Age Expectation	Above Age Expectation	On or Above Age Expectation	Below Age Expectation %	At Age Expectation %	Above Age Expectation %	On or Above Age Expectation %
PP Reading	34	33	18	13	2	15	54.5	39.4	6.1	45.5
PP Writing	34	33	24	8	1	9	72.7	24.2	3.0	27.3
PP Maths	34	33	21	10	2	12	63.6	30.3	6.1	36.4

#### Y1-Y6 - Expected Progress - PUPIL PREMIUM

Expected Progress?	No	No with Data	Less than Expected Progress	Expected Progress	More Than Expected Progress	At or More Than Expected Progress	Less than Expected Progress %	Expected Progress %	More Than Expected Progress %	At or More Than Expected Progress %
PP Reading	34	31	9	15	7	22	29.0	48.4	22.6	71.0
PP Writing	34	31	13	14	4	18	41.9	45.2	12.9	58.1
PP Maths	34	31	10	14	7	21	32.3	45.2	22.6	67.7

### 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
Thrive	The Thrive Approach
ELSA	Herefordshire Local Authority
RWInc Portal	Ruth Miskin and RWInc
Mastering Number	NCETM
Sustaining Number	NCETM
	Stride Alive

Wider Opportunities	Encore
Nuffield Early Language Interventions	NELI <a href="https://www.teachneli.org/">https://www.teachneli.org/</a>
Literacy Gold	Literacy Gold

## Service pupil premium funding

<b>How our service pupil premium allocation was spent last academic year</b>
<ul style="list-style-type: none"> <li>- Forest Schools</li> <li>- Thrive Practitioner</li> </ul>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<ul style="list-style-type: none"> <li>- Children demonstrated increased self-esteem and confidence levels</li> <li>- Children had a deeper understanding of the importance of their mental health and well-being</li> </ul>