

Linton Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	22
Proportion (%) of pupil premium eligible pupils	16 pupils (72.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Pupil Premium Lead / Statement authorised by	Samantha Mason, Headteacher
Governor lead	Elaine Wood, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,160 (£1,385 per pupil)
Service premium (£320 per pupil)	£960 (3 pupils)
Recovery premium funding allocation this academic year	£2,320 (£145 per pupil)
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	£25,440

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve the highest attainment they can 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 might be high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are 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 and a wide range of experiences are 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of school led tutoring funding for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We will ensure our curriculum develops the personal qualities that will help our learners to be successful in life:

- Perseverance
- Resilience
- Independence
- Tolerance and
- Truth

Challenges

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

Challenge number	Detail of challenge
1	When the children join the school, most are below age-related expectations, have poor language, communication, social skills and limited experience of the wider world; this has been exacerbated by the Covid-19 pandemic. Also, a high number have special educational needs (60%). A further 36% require additional support.
2	Some parents find the education system intimidating and need greater guidance so they can effectively support home learning.
3	Some of our children experience financial barriers that prevent learning, have limited access to cultural experiences and have low aspirations.
4	Our observations indicate that the education and wellbeing of many pupils, including disadvantaged learners have been impacted by the legacy of Covid-19 and welfare issues to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and mathematics.
5	Our attendance data over the last 4 years indicates that attendance and lateness among disadvantaged pupils has been an issue, with several experiencing poor health. A small number have been classified as 'persistently absent.' Our assessments and observations indicate that absenteeism is negatively impacting on the progress of some disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	All KS2 disadvantaged pupils will make better than good progress in reading, so they achieve their challenging reading targets.

Improved maths attainment for disadvantaged pupils at the end of KS2.	All KS2 disadvantaged pupils will make better than good progress in mathematics, so they achieve their challenging maths targets.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in low self-esteem • a significant increase in participation in creative arts and enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and there will be no attendance gap between disadvantaged pupils and their non-disadvantaged peers. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 0% lower than their peers.

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: **£ 4,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 4

<p>Purchase of additional Read Write Inc resources and other picture books and texts to improve reading skills and oracy.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Purchase additional concrete maths resources to support the White Rose Curriculum and interventions.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stage 2</p>	<p>1,4</p>
<p>Improve the quality of social and emotional learning. All classroom staff to receive training in behavior management and readiness to learn eg whole school SIT training.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>

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

Budgeted cost: £ 13,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted pupil premium children to receive additional support in class where possible</p>	<p>In class support and rota implementation means that targeted children still enjoy full curriculum entitlement.</p>	<p>1, 4</p>

<p>and reading/writing interventions carried out by teachers and teaching assistants.</p> <p>Timetabling of interventions is reviewed half termly and a rota implemented to ensure children do not always miss the same learning sessions.</p>		
<p>Maths interventions carried out by teachers and teaching assistants to consolidate and/or pre-teach.</p>		1,4

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

Budgeted cost: **£7,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Time set aside to encourage children to recognize their own emotions and strategies for using these to impact wellbeing.</p> <p>Buy in the services of an experienced Thrive practitioner to support parents and pupils on their learning journey</p>	<p>Research by Anna Freud National Centre for Children and Families (annafreud.org) translates research on mental health and wellbeing into practice for schools.</p> <p>Mental Health and wellbeing in schools (Gov.UK)</p>	4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. We will raise awareness about the importance of excellent attendance and the impact this has on pupil outcomes.</p> <p>This will involve strategies used to incentivise good attendance being refreshed and renewed on a regular basis to match the interests of children in school. Also working in partnership with the new EWO to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

<p>Widen pupils' experiences by providing a wide range of cultural and off-site learning that will enhance our curriculum, raise self-esteem and enhance life skills.</p>	<p>We know our pupils respond well to a range of cultural activities which enhance aspiration, ambition and confidence and can have a positive effect on attainment. Drama and musical experiences are used to further motivate pupils to engage in learning and produce their best work.</p> <p>Cultural Education, a guide for governors. Arts Council.</p> <p>Also, based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>3</p>
---	---	----------

Total budgeted cost: £25,440

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was at least equal to that of their non-disadvantaged peers. Some children made better progress than their non disadvantaged peers.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact and welfare issues, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to those of our children who did not have support at home, some being our disadvantaged pupils. They were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources. Some of our disadvantaged children had parents who were classed as critical workers and were therefore able to continue in school; however because of this their parents were not always available to support home learning.

Overall attendance rates improved in 2021/22 due to the school's sharp focus on attendance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to the legacy of COVID-19 and welfare issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

We extended the use of:-

Programme	Provider
Thrive Approach for individuals – by providing a 'Thrive plan' for each child	Thriving Minds for Learning
CLPE -Power of Reading teaching sequences	Centre for Literacy in Primary Education

Service pupil premium funding (£310 per pupil)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We hired an additional teaching assistant to support with interventions for the four pupils that were eligible for the service pupil premium. Part of this adult's role was dedicated to the emotional wellbeing and academic achievement of our service children. They helped two of the pupils to create individual books to help them process emotions and be able to talk about their absent parent.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst our service children where they had worked 1:1 with our new teaching assistant. Assessments demonstrated progress in subject areas where extra support was provided.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.