

Linton Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	23
Proportion (%) of pupil premium eligible pupils	15 pupils (65%)
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	December 2021
Date on which it will be reviewed	July 2022
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	£20,175 (£1,345 per pupil)
Recovery premium funding allocation this academic year	£770
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	£20,945

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 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 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 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 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

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 and social skills; this has been exacerbated by the Covid-19 pandemic. Also, a high number have special educational needs and/or welfare issues.
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 Covid-19 and partial school closures 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 maths.
5	Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been an issue and some have been classified as 'persistently absent.' Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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.	KS2 reading outcomes in 2024/25 will show that more than 87% of disadvantaged pupils met the expected standard.
Improved maths attainment for	KS2 maths outcomes in 2024/25 will show that more than 65% of disadvantaged pupils met the expected standard.

disadvantaged pupils at the end of KS2.	
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 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 the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. • 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: **£ 3975.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate</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</p>	1, 4

understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Purchase of additional Read Write Inc resources, so they can be used throughout the school.	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	1, 2, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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 Stages 2 and 3	1,4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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)	3, 4

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

Budgeted cost: £ 11500.00

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

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

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

Budgeted cost: **£ 6875.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time set aside to encourage children to recognise their own emotions and strategies for using these to impact wellbeing.	Research by Anna Freud National Centre for Children and Families (annafreud.org) translates research on mental health and wellbeing into practice for schools. Mental Health and wellbeing in schools (Gov.UK)	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. 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.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Enrichment activities to raise	Based on our experiences and those of similar schools to ours,	3

self-esteem and enhance life skills and cultural experiences.	we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 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, 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.

Overall attendance rates improved in 2020/21 due to the school's sharp focus on attendance, children not being able to take family holidays in the pandemic and the Covid-19 attendance codes.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. 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 (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We hired an HLTA who had specific expertise in SEND and sensory needs, those needs specific to the service children on our role. Part of this adult's role was dedicated to the emotional wellbeing and academic achievement of our service children. They helped pupils create individual books to help them process emotions and be able to talk about their absent parent.</p> <p>We identified gaps in service children's education caused partially by moving between authorities early on in their educational journey, which we addressed with targeted support.</p>
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 HLTA. Assessments demonstrated progress in subject areas where extra support was provided.

Further information (optional)

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.