

Linton Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2024 to 2025 academic year) funding to help 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	21, plus 3 Early Years children
Proportion (%) of pupil premium eligible pupils	81% (17 pupils) Figure includes 2 LAC and 2 PLAC children
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Pupil Premium Lead / Statement authorised by	Carrie Hodgson Headteacher
Governor lead	Elaine Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:- 2 Looked-after children (LAC) --- £2,570 per pupil 2 Previously looked after children (PLAC) --- £2,570 per pupil 13 PP children (1,480 per pupil)	£5,140 £5,140 £19,240
Recovery premium funding allocation this academic year	£0
Service premium (£340 per pupil)	No service pupils
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	£29,520

Part A: Pupil premium strategy plan

Statement of intent

We are a very small rural school in a former mining village. 17 of the 21 children that attend the school are eligible for free school meals (81%), 11 (52%) have an Education Health Care Plan and all of the children (100%) are on the SEND register. There are also three Early Years children in the nursery, 2 of whom are eligible for pupil premium funding.

At Linton Primary we aim to:

- Ensure the learning pathways for each individual child are expertly planned to ensure they make progress from their starting points in all areas.
- Embed the bespoke curriculum offered across school and ensure this enables pupils to consolidate the foundations for learning in English and mathematics.
- Ensure leaders and other staff create a safe, calm, orderly and positive environment in the school which has a positive impact on the behaviour and attitudes of pupils.
- Set challenging termly targets for each child and rigorously track their progress.
- Support the holistic development of each and every pupil in our care, through a carefully planned curriculum which is enhanced by an exciting range of cultural and educational trips and experiences.

We have high expectations for all pupils, regardless of background or barriers to learning and will carefully consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. We provide a comprehensive programme of mental health and wellbeing support for all of our pupils.

We are family focused and work closely with families to support attendance and ensure family needs are met.

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

- Perseverance
- Resilience
- Independence
- Tolerance and
- Team work

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 our school, all are below age-related expectations, have poor language, communication, social skills, a limited experience of the wider world and many have sensory processing difficulties. Every child has special educational needs (100%). 52% have an EHCP and we are in the process of gathering evidence for 4 more EHCP's.
2	The cohort of our children has changed significantly, with 8 children across Years 2-6 joining since September 2024. Many arrive with SEMH needs and extremely challenging behaviour via managed moves, having been permanently excluded or at high risk of being permanently excluded from their previous school.
3	Parental involvement is improving. Parents are keen to support their children, however, we recognize that they need greater guidance so they can effectively support home learning.
4	Some of our children experience financial barriers that have limited their access to cultural experiences and led to them having low aspirations.
5	Ensuring pupils attend school regularly, arrive on time and are ready to learn at the beginning of the school day.

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
To significantly improve behaviour and attitudes for learning.	We create a safe, calm, orderly and positive learning environment. Evidenced by learning walks and governors monitoring visit forms.
All pupils will make progress and some will make accelerated progress in READING, WRITING and MATHS from their individual starting points.	Internal and external progress and attainment data demonstrates this in KS1 and KS2.
Attainment standards improve significantly.	Pupil premium children move closer to or achieve age related attainment standards in reading, writing and mathematics.
To further improve wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024 will be demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and

	parent surveys and teacher observations <ul style="list-style-type: none"> • a significant reduction in low self-esteem • an increase in participation in creative arts and enrichment activities. • Improved attendance
To sustain improved attendance for all pupils.	We achieve or exceed the national primary school attendance rate.

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: **£3,566**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional Accelerated Reader teaching resources (£500) eg reading books with appropriate level of challenge to improve reading skills.	Research demonstrates that Accelerated Reader is highly effective at raising reading achievement for pupils of all abilities and helping teachers to motivate, monitor and manage their pupils independent reading skills.	1, 2
All staff attend training sessions on our new phonics scheme (Essential Letters and Sounds) and the Literacy Tree scheme. Purchase new Essential Letters and Sounds resources (£1,032) and Literacy Tree resources (£534) to improve reading skills and oracy.	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

White Rose Maths premium subscription which includes teaching material and training for staff. £500	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 KS1 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	1,2
KAPOW resources for PSHE and wider curriculum subjects. £1,000	Abundant evidence that KAPOW resources help teachers to confidently teach a wellbeing curriculum. The programme teaches children emotional literacy, social and lifelong skills, RSE in an age-appropriate manner.	1,2
Improve the quality of social and emotional learning. All classroom staff, parents and several governors to receive emotion coaching training. (Free)	Research evidences that Emotion Coached children:- <ul style="list-style-type: none"> • Are more emotionally stable • Are more resilient • Achieve more academically in school • Have fewer behaviour problems 	2,4,5

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted pupil premium children to receive additional support in class where possible and reading/writing interventions carried out by teachers and teaching assistants. Maths interventions carried out by teachers and teaching assistants to consolidate and/or pre-teach.	In class support and rota implementation means that targeted children still enjoy full curriculum entitlement.	1, 2

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

Budgeted cost: **£5,954**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School equipment and teaching resources. £2,354</p> <p>Development of wellbeing spaces in school. £500</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>	2,5
<p>Dog Mentor Scheme to support improved behaviour and pupil wellbeing through pet therapy. £1,800</p>	<p>Abundant evidence that the human-dog bond helps children educationally, developmentally, emotionally and socially.</p>	2,5
<p>We will fully implement the DfE's statutory guidance outlined in the August 2024 publication "Working together to improve school attendance."</p> <p>Termly and annual certificates and rewards will be used to encourage children to attend well and arrive on time. £300</p> <p>Breakfast club provision in place to support parents and improve attendance and punctuality.</p>	<p>The DfE statutory 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>In 2024/2025 this will be funded by a Cultural Match Grant of £3,000.</p>	<p>We know our pupils respond well to a range of cultural activities which enhance aspiration, ambition, confidence and 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>	2,4
<p>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. £1000</p>		2

Total budgeted cost: £29,520

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 2023 to 2024 academic year.

Reviewed October 2024

Significant staffing changes impacted on the progress made against these outcomes.

1) All pupil premium children will make good progress and many will make accelerated progress in reading, writing and mathematics from their individual starting points. Improve oral language skills and vocabulary among disadvantaged pupils. Attainment standards improve significantly.

Children who are eligible for pupil premium broadly made at least good progress from individual starting points, and in some areas, outperformed non pupil premium children.

There were no Early Years or Year 1 children in 2023 to 2024.

By the end of the year all 4 children in Year 2 had passed the phonics check.

In key stage one, there were 4 pupil premium children; all were on the SEND register and did not pass the statutory assessments. In key stage two, there were 4 pupil premium children; 3 passed the reading statutory assessment (75%), 2 passed the SPAG and maths statutory assessments (50%) and no one passed the writing statutory assessment.

3) To achieve and sustain improved wellbeing for all pupils in our school, particularly our pupil premium children

Good relationships, the Breakfast Club and Forest School developed in the summer term supported wellbeing effectively.

4) To achieve and sustain improved attendance for all pupils, particularly our pupil premium children,

Pupils who were eligible for pupil premium achieved an attendance rate of 93.8% in comparison to non-pupil premium children who achieved an attendance rate of 93.2%. The national attendance rate was 93.1% for 2023 -2024.

5) To increase the children's awareness of life outside of Linton.

A wide range of cultural visits increased the children's awareness of life outside of Linton.

Externally provided programmes

Programme	Provider
Member of staff trained in the Thrive Approach for individuals.	Thriving Minds for Learning

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 two 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.
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.