

Linton Primary School Pupil Premium Strategy Statement (2023/24)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 19 |
| Proportion (%) of pupil premium eligible pupils | 74% (14 pupils) Figure includes 4 PP Plus (LAC) children |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/2024 to 2026/2027 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| Pupil Premium Lead / Statement authorised by | Carrie Hodgson Interim Headteacher |
| Governor lead | Elaine Wood, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|-------------------------|
| Pupil premium funding allocation this academic year 4 LAC PP Plus children (£2,530 per pupil) 10 PP children (1,455 per pupil) | £24,670 |
| Service premium (£320 per pupil) | £960 (3 pupils) |
| Recovery premium funding allocation this academic year | £2,030 (£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 | £25,600 |

Part A: Pupil premium strategy plan

Statement of intent

We are a very small rural school in a former mining village. 14 of the 19 children that attend the school are eligible for free school meals, 4 have an Education Health Care Plan and a further 8 are on the SEND register.

At Linton Primary we aim to:

- Significantly improve the basic skills (reading, writing and maths) of our pupils.
- Provide high quality teaching and tailored academic support to enable our pupils to make accelerated progress from their respective starting points.
- Enable all pupils to move closer to age related standards or achieve the nationally expected attainment standards.
- Set challenging termly targets for each child and rigorously track their progress.
- Create a learning environment which meets the specific needs of our children.
- 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
- 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 our school, most are below age-related expectations, have poor language, communication, social skills and a limited experience of the wider world. A high number have special educational needs (75%). 25% have an EHCP and this year we are applying for 4 more EHCP's. A high proportion of our SEND children in our mixed age classes have sensory processing difficulties. |
| 2 | Our observations indicate that many pupils have significant knowledge gaps which are leading to them falling further behind age-related expectations, especially in reading, writing and mathematics. |
| 3 | Parental involvement to date has been limited and whilst parents are keen to support their children, 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 continue to 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 |
|---|---|
| All pupil premium pupils will make good progress and many 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 achieve and sustain improved 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 student voice, student and parent surveys and teacher observations • a significant reduction in low self-esteem • an increase in participation in creative arts |

| | |
|---|--|
| | <p>and enrichment activities.</p> <ul style="list-style-type: none"> ● Improved attendance |
| To achieve and sustain improved attendance for all pupils. | We achieve or exceed the national primary school attendance rate of 94% |
| To increase the children's awareness of life outside of Linton. | <p>All pupils to benefit from an exciting wide range of cultural/educational visits, visiting speakers and an appropriate residential experience.</p> <p>Term 1 A visit focused on the appreciation of the arts.</p> <p>Term 2 A visit to improve their understanding of science, technology, engineering and mathematics.</p> <p>Term 3 A visit linked to history and geography in the real world and a residential experience.</p> |

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: **£10,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Accelerated Reader CPD for staff and associated teaching resources 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 |
| Read Write Inc CPD for new staff. Purchase of additional Read Write Inc resources and other picture books and texts 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, 4 |

| | | |
|---|--|------------|
| <p>White Rose Maths premium subscription which includes teaching material and training for staff.</p> <p>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:</p> <p>Maths_guidance_KS1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stage 2</p> | <p>1,2</p> |
| <p>Talk 4 Writing CPD for</p> | <p>Abundant evidence that Talk 4 Writing raises progress and boosts attainment in writing.</p> | <p>1,2</p> |
| <p>Jigsaw PSHE resources</p> | <p>Abundant evidence that Jigsaw PSHE 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.</p> | <p>1,2</p> |
| <p>Improve the quality of social and emotional learning.</p> <p>All classroom staff to receive training in behavior management and readiness to learn eg whole school positive handling 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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>1,5</p> |

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

Budgeted cost: **£9,290**

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

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

Budgeted cost: **£6,310**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Interventions that focus on zones of regulation approach used across the school as an integral part of the behaviour management strategy. Purchase of training and resources.</p> <p>Teaching assistant to be trained as 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> | 3,5 |
| <p>We will follow the DfE's Improving School Attendance guidelines. Strategies and rewards will be used to encourage children to attend well and arrive on time.</p> <p>Breakfast club provision in place to support parents in achieving this.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | 3, 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, 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> | <p>4</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> | | |

Total budgeted cost: £25,600

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 2022 to 2023 academic year.

Reviewed October 2023

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

1) Improve oral language skills and vocabulary among disadvantaged pupils.

2) Improve reading and maths attainment among disadvantaged pupils.

Children who are eligible for pupil premium broadly achieve at least as well as their peers from individual starting points, and in some areas, outperform non pupil premium children.

There were no pupil premium children in the Reception class.

Two of the four Year 1 children passed the phonics screening check (50% pass rate). There were no non-pupil premium children in Year 1. There was only one Year 2 child; he was in receipt of the pupil premium allowance and passed the recheck (100% pass rate).

In key stage one, there was only one pupil premium child and they did not pass the statutory assessments. In key stage two, there were 3 pupil premium children and one passed the reading statutory assessment.

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

Good relationships and the Breakfast Club 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 XX% in comparison to non-pupil premium children who achieved an attendance rate of XX%. The national attendance rate was 94% for 2022 -2023.

Externally provided programmes

| Programme | Provider |
|---|-----------------------------|
| Thrive Approach for individuals – by providing a ‘Thrive plan’ for each child | 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 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. |