

Pupil premium strategy statement

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
School name	Linton Primary School and Nursery
Number of pupils in school	(September 2023): 262 + 18 nursery = 280
Proportion (%) of pupil premium eligible pupils	(October census 2022): 99 pupils = 34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was first published	December 2021
Date this statement was updated	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Catherine Hollis Headteacher
Pupil premium lead	Sam Marks Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151, 860
Recovery premium funding allocation this academic year	£29,870
Tutoring funding allocation this academic year (50%)	£5,946
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	£187,676

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 are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and 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 essential, with a focus on reading, writing, EGaPS and maths. 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 National Tutoring Programme 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	<p>Internal assessment data indicates that attainment in writing among disadvantaged pupils is significantly below that of advantaged pupils of whom many are working well below age related expectations.</p> <p>Poor home learning in disadvantaged homes, particularly during lockdown, has had the greatest negative impact on current Y2 and Y3 pupils who also have the highest numbers of disadvantaged at 50%.</p>
2	<p>Assessments, observations and discussions with pupils has highlighted a weakness in basic number sense in KS1. Many of these gaps have been exacerbated through missed learning during lock downs. This has impacted on mental maths including multiplication and division facts and fluency in calculations in KS2.</p>
3	<p>Observations and discussions with pupils suggest poor oral language skills, vocabulary gaps, and incorrect use of grammar. This has impacted on communication and writing across the curriculum and is evident from Nursery to KS2</p>
4	<p>Assessments including Y1 phonics screening and reading indicate that disadvantaged pupils generally have greater difficulties with their phonic knowledge and application into reading and spelling is often weak. A significant number of children get stuck at the lowest end of the reading scheme and this has had a negative impact on self-esteem.</p>
5	<p>Formative assessments, observations and discussions with pupils suggests that many are not retaining prior learning and there are gaps in learning across the curriculum, preventing them from making progress. These challenges particularly affect disadvantaged pupils attainment.</p>
6	<p>Many disadvantaged families have struggled to pay for school uniform including PE kits, enrichment activities, buying books from the book fair held in school and accessing our online learning platform.</p>
7	<p>Observations and discussions with pupils and parents have identified social and emotional issues for many disadvantaged pupils which have had a negative impact on their learning behaviour and on other pupils learning.</p>
8	<p>Our attendance data over the year 2020/2021 shows that disadvantaged pupils had 93.43% average attendance compared to 95.9% for their peers. The number of unauthorised absences was 40.91% for disadvantaged pupils compared to 24.12% for other pupils.</p>

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 attainment in writing among disadvantaged pupils.	Disadvantaged pupils make an average of at least 3.5 steps each year and an average of at least 11 steps by July 2024 in writing (better than expected). KS1 writing outcomes in July 2024 show that more than 62% of disadvantaged pupils have met the expected standard. Current: Rec baseline 46% KS2 writing outcomes in July 2024 show that more than 50% of disadvantaged pupils have met the expected standard. Current: End of Y3 14%
Improved attainment in maths among KS1 disadvantaged pupils.	KS1 Maths outcomes in July 2024 show that more than 62% of disadvantaged pupils have met the expected standard. Current: Rec baseline 38%
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in Y1 phonics screening, KS1 reading and Spelling among disadvantaged pupils.	Y1 Phonics screening outcomes in July 2024 show that more than 70% of disadvantaged pupils have met the expected standard. Current: Rec baseline 46% KS1 Reading and Spelling outcomes in July 2024 show that more than 70% of disadvantaged pupils have met the expected standard. Current: Rec baseline 46% KS2 Spelling outcomes in July 2024 show that more than 50% of disadvantaged pupils have met the expected standard.
Improved learning behaviour among disadvantaged pupils.	Assessments and observations indicate significantly improved learning behaviour for disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attendance among disadvantaged pupils.	Assessment data of disadvantaged pupils is in line with non-disadvantaged pupils and is at least 96%. In addition, of those disadvantaged absences, unauthorised absences are less than 30%.

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: £10,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Mathletics and to support home learning.	Mathletics matches maths curriculum and can be accessed at home. Children who use mathletics regularly increase confidence and fluency. Children have immediate feedback and teachers can monitor results and set activities. Has won awards.	2, 6
Develop and improve Talk for writing pedagogy. Focus on one genre within each half term. Train new staff.	Where schools have a systematic approach to implementing Talk for Writing, results have been outstanding. For example, at St George's Primary, Battersea , where around 67% of pupils are on free school meals, following the introduction of Talk for Writing, the school rose from dire results to achieving 96% –100% level 4 in all tested areas.	1, 3, 4
Train all teachers and TAs who will deliver interventions in Sounds Write. Train KS2 teachers with a focus on strategies used in Y5 and Y6. Purchase phonics based reading books and intervention resources linked to <i>Sounds Write</i> .	Sounds-Write is a quality first phonics programme which provides classroom professionals with a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell. It will be introduced in YR, taught in KS1 and fine-tuned throughout the rest of Key Stage 2. In addition, it also serves very successfully as an intervention or catch-up programme. Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme. EEF Phonics	1, 3, 5, 4
Continue to use Mastering Number.	Mastering Number is a new programme offered in 2021/22 by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers.	2, 5, 6
Develop Teaching for Long term memory as a learning strategy to aid children's knowledge retention including CPD programme to	Rosenshine's 'Principles' provides a highly accessible bridge between educational research and classroom practice. The principles are research-based, extensively drawing upon research in education and cognitive science. EEF Cognitive science approaches	1, 2, 4, 5

include Rosenshine principles and Retrieval Practice		
Develop and improve positive behaviour strategies. Use Paul Dix's online training.	Paul Dix has been working with the most difficult behaviours in the most challenging contexts for the last 27 years. His book 'When the adults, change the behaviour changes', and training is based on his own action research and that of other professionals.	7

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

Budgeted cost: £148,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Immediate short intervention for maths and English, where possible, linked to Sounds Write and Mastering Number. Training given to TAs within school and on courses where available.	According to EEF small group tuition has moderate impact for a moderate cost with a benefit of up to four months. Impact is best when those delivering are trained and understand what they are doing and targeted at pupils' specific need.	1, 2, 3, 4
In class maths and English support for pupils at risk of under achieving.	Research which focuses on TAs who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. EEF small group tuition	1, 2, 3, 4
Specialist support teaching assistant for pupils with social, emotional and behavioural difficulties to withdraw children for positive play and nurturing.	There is statistically supported evidence that positive behaviour change occurs in children who have participated specifically in the Positive Play-Support Intervention. EEF Social and Emotional learning	6
National Tutoring Programme support in Y1 – Y6. 1:3 for 2 hours a week for 7 - 8 weeks per group.	According to EEF small group tuition has moderate impact for a moderate cost with a benefit of up to four months. Impact is best when those delivering are trained and understand what they are doing and targeted at pupils' specific need.	1
Identified EYFS and Y1 children to take part in Talkboost interventions	Early Talk Boost is a targeted intervention aimed at 3-4 year olds with delayed language helping to boost their language skills. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after a nine week intervention. EEF Oral language interventions	3
Provide an online phonics and spelling programme:	Dyslexia Gold is a suite of programs primarily for children with SEN. Three programs focus	3, 4

Lexia Gold to support learning in school and at home.	on reading, one on spelling and one on times tables. Dyslexia Gold is an evidence based program to help pupils who aren't making progress despite high quality phonics teaching. Reading improves by 12 months in a term. Spelling improves by 10.5 months in a term. https://dyslexiagold.co.uk/Results	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide parents/ carers with £60 budget per child (in F/T education) to be spent on educational visits/ enrichment activities/ school uniform/ PE kit. Plus £36 per pupil for book fairs.	The Children's Commission on Poverty: Cost of the School Day Inquiry says that 70% of parents have struggled with the cost of school. We aim to reduce the stigma attached to poverty and to reduce absence around trips.	6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance and support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8
Purchase i-pads, laptops and IWBs to replace current resource that no longer work.	Essential for teachers to deliver the curriculum.	1, 2, 3, 4, 5
Use online programme: itrack to track pupil progress.		1, 2, 3, 4, 5

Total budgeted cost: £188,055

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Progress from EOY 21-22 to EOY 22-23

Expected progress for a pupil, equates to 3 steps progress.

Table 1

	Cohort Size		Average steps progress: Reading		Average steps progress: Writing		Average steps progress: EGaPS		Average steps progress: Maths	
	PPE	Non PPE	PPE	Non PPE	PPE	Non PPE	PPE	Non PPE	PPE	Non PPE
Year 1	13	37	3.08	3.38	3.08	3.11	2.69	3.22	2.92	2.92
Year 2	17	17	3.94	3.76	3.47	2.88	3.41	2.76	3	2.47
Year 3	10	19	3.2	2.89	2.7	2.68	2.25	2.47	2.6	2.68
Year 4	16	19	2.63	2.95	2.44	2.79	2.69	2.84	2.88	2.95
Year 5	17	25	2.12	3.28	1.12	2.52	3.06	2.88	3	3.16
Year 6	14	27	3.71	3.85	3.36	4.04	3.79	3.93	3.29	3.67
average			3.09	3.37	2.66	3.06	3.03	3.09	2.97	3.02

Table 2

	Expected progress or better: Reading		Expected progress or better: Writing		Expected progress or better: EGaPS		Expected progress or better: Maths	
	PPE	Non PPE	PPE	Non PPE	PPE	Non PPE	PPE	Non PPE
Year 1	92%	94%	85%	79%	62%	81%	85%	86%
Year 2	94%	88%	88%	71%	82%	71%	76%	59%
Year 3	80%	85%	70%	64%	50%	47%	60%	73%
Year 4	56%	79%	56%	79%	69%	68%	63%	74%
Year 5	65%	98%	42%	52%	89%	72%	82%	88%
Year 6	93%	96%	89%	89%	79%	93%	86%	97%
Overall	78%	89%	68%	74%	74%	75%	77%	82%

Overall (average): Non-PPE have made better progress than PPE in all subjects. Progress in reading is the best and progress in writing is the poorest for both Non-PPE and PPE.

Y1: Non-PPE have made better progress in all English subjects and it is all good progress. However, a higher percentage of PPE made at least expected in writing. PPE have made good progress in reading, writing and maths. Reading progress is the best for both Non-PPE and PPE. EGaPS is a concern for PPE.

Y2: PPE have made better progress in all subjects which is all good. Non-PPE have only made good progress in reading. Maths is a concern with 4 pupils (1 PPE) making below expected progress and 7 pupils (3 PPE) making weak progress - this has questioned Y1 EOY data.

Y3: PPE and Non-PPE have made similar progress when comparing both tables. The best progress is in reading. Progress in writing, EGaPS and maths is poor with a particular concern in EGaPS with 9 pupils (5 PPE) making below expected progress and 2 pupils (1 PPE) making weak progress.

Y4: Non-PPE have made better progress in all subjects. In reading 9 pupils (5 PPE) have made below expected progress and 2 pupils (both PPE) have made weak progress. In writing 5 pupils (3 PPE) have made below expected progress and 6 pupils (4 PPE) have made weak progress.

Y5: PPE have made better progress in EGPS. The best progress is in EGaPS and Maths. The difference in average progress steps in reading is 1.16 with 9 pupils (6 PPE) making below expected progress. However, the poorest progress is in writing: the difference in average progress steps is 1.4 with 10 pupils (4 PPE) making below expected progress and 12 pupils (6 PPE) making weak progress.

Y6: Although non-PPE have made better progress, both non-PPE and PPE have made good progress in all subjects.

Achievement from EOY 21-22 to EOY 22-23

	Reading		Writing		EGPS		Maths	
	PPE	Non-PPE	PPE	Non-PPE	PPE	Non-PPE	PPE	Non-PPE
Y2	from 29% to 59%	from 32% to 41%	from 18% to 24%	from 26% to 35%	from 24% to 13%	from 28% to 41%	from 53% to 59%	from 60% to 47%
Y6	from 13% to 50%	from 52% to 93%	from 7% to 35%	from 11% to 74%	from 24% to 57%	from 28% to 89%	from 13% to 50%	from 56% to 89%

Attendance data

Non-PPE	95.58%	Unauthorised absence Non-PPE	0.72%
PPE	91.28%	Unauthorised absence PPE	2.54%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sounds Write training and resources	Sounds Write
Talk for writing training for new teachers	Pie Corbett
Mastering Number	NCETM and Maths Hubs
Dyslexia Gold	Engaging Eyes

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.