

## 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
School name	Linton Primary School and Nursery
Number of pupils in school	(January census 2021): 265 + 27 nursery = 292
Proportion (%) of pupil premium eligible pupils	89 pupils = 30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£116,660
Recovery premium funding allocation this academic year	£25,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£141,980

## 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: £ 7,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Mathletics and Readwriter to support home learning.	<a href="#">Mathletics</a> 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 <a href="#">St George's Primary, Battersea</a> , 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 KS2 TAs who will deliver interventions in Sounds Write. Purchase phonics based reading books 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.  <a href="#">EEF Phonics</a>	1, 3, 5, 4
Mastering Number	<a href="#">Mastering Number</a> 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	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.  <a href="#">EEF Cognitive science approaches</a>	1, 2, 4, 5

programme to include Rosenshine principles and Retrieval Practice		
Organise our curriculum so that key concepts are explicitly taught and progression ensures that subject schema are built up over time using curriculum companions.	Chris Quigley uses the latest research from cognitive scientists on how learning happens and the importance of building a schema. <a href="#">EEF Cognitive science approaches</a>	5

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

Budgeted cost: £ 124,750

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 <a href="#">EEF small group tuition</a> 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. <a href="#">EEF small group tuition</a>	1, 2, 3, 4
Specialist support teaching assistant for pupils with social, emotional and behavioural difficulties to withdraw children for positive play.	There is statistically supported evidence that positive behaviour change occurs in children who have participated specifically in the Positive Play-Support Intervention. <a href="#">EEF Social and Emotional learning</a>	6
National Tutoring Programme support in Y2, Y3 and Y4. 1:3 for 2 hours a week for 7-8 weeks per group.	According to <a href="#">EEF small group tuition</a> 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 YR children to take part in the Nuffield Early Language Intervention. Early Talkboost in YN	NELI is a programme for children in Reception which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made	3

	<p>on average 3 months of additional progress in language.</p> <p>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.</p> <p><a href="#">EEF Oral language interventions</a></p>	
Provide an online phonics and spelling programme: Lexia to support learning in school and at home.		3,4
Purchase extra laptops for PP children who need a device at home.		6

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

Budgeted cost: £ 9,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide parents/ carers with £50 budget per child (in F/T education) to be spent on educational visits/ enrichment activities/ school uniform/ PE kit. Plus £30 per pupil for book fairs.</p> <p>Purchase extra laptops for PP children who need a device at home</p>	<p>The Children's Commission on <a href="#">Poverty: Cost of the School Day Inquiry</a> 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.</p> <p>Ensuring all children can access online learning including work set by teachers when isolating.</p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance and support officers 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>	8
<p>Laptops for teachers to ensure camera and microphone facility for remote learning.</p>	<p>Essential for teachers to deliver the curriculum and support home learning.</p>	1, 2, 3, 4, 5

Welfare calls to children and parents during longer periods of isolation (individuals/ Bubbles)		7
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**Total budgeted cost: £ 142,000**

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.

The table below shows the average number of steps made over the academic year 2021-2022. Children are expected to make 3 steps progress during a year.

	Cohort Size		Average steps progress: Reading		Average steps progress: Writing		Average steps progress: EGaPS		Average steps progress: Maths		PPE
	PPE	Non PPE	PPE	Non PPE	PPE	Non PPE	PPE	Non PPE	PPE	Non PPE	
Year 1	17	17	2.73	2.69	2	2.38			1.53	1.75	50%
Year 2	21	21	2.78	3.17	3.06	3.28	2.73	3.28	2.63	2.95	50%
Year 3	13	25	4.23	3.64	3	3.16	3.92	3.16	3.38	3.74	34%
Year 4	16	30	2.71	3.1	2.53	3.1	2.87	3.33	2.67	3.23	35%
Year 5	8	23	3.5	3.45	3.13	3.27	3.38	3.68	3.88	3.48	26%
Year 6	13	29	3.62	3.9	3.08	3.69	3.85	4.07	3.62	3.79	31%
All	88	145	19.57	19.95	16.8	18.88	16.75	17.52	17.71	18.94	38%
average			3.16	3.37	2.76	3.20	2.63	3.11	2.80	3.26	

PPE numbers increased to 38% and were particularly high in KS1.

Despite best efforts PPE pupils suffered the most during lock downs and isolation periods and on the whole made less progress than Non PPE pupils. However, in Reading, PPE pupils made better progress in Y1, Y3 and Y5. Also, in Y3, PPE made better progress in EGaPS and in Y5, PPE pupils made better progress in Maths.

Some classes had to isolate (in addition to lockdown) due to Covid-19 and although online learning was provided, PPE and SEN children fell further behind.

Attendance data (which does not include lockdown and isolation)

Non PPE	95.90%	Unauthorised absence	Non PPE	24.12%
PPE	93.43%	Unauthorised absence	PPE	40.91%

## 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*

<b>Programme</b>	<b>Provider</b>
Sounds Write training and resources	Sounds Write
Talk for writing training for new teachers	Pie Corbett
Mastering Number	NCETM and Maths Hubs
Nuffield Early Language Intervention training for teachers and TAs	Nuffield

## 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.*