

Linaker Primary School Pupil Premium Strategy statement

This statement details our school's use of pupil premium and recovery premium for the academic year 2022 to 2023 academic year) funding o help improve the attainment of our disadvantaged pupils.

School Overview

Detail	Data
School name	Linaker Primary School
Number of pupils on roll	439
Proportion (%) of pupil premium eligible pupils	35.6%
Academic year/years that our current pupil premium strategy covers	2022- 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Pupil Premium lead	Mrs J Holmes

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,165
Recovery premium funding allocation this academic year	£20,156
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£225,321

Statement of Intent

At Linaker Primary, we have high aspirations and ambitions for all our children and we believe that all pupils should be able to reach their full potential irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Linaker, we are determined to provide the support and guidance they

need to help them overcome these barriers whilst having access to a variety of exciting opportunities and a rich and varied curriculum.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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 are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
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When making decisions about our use of the funding we have considered the context of our school, the needs of our pupils and the challenges they may face.

Challenges

Challenge number	Detail of challenge
1	A central need of the school and our disadvantaged children is to develop reading and language skills in all year groups. This need has been enhanced by Covid where communication, speech and language skills have been delayed due to a lack of social engagement, access to pre-school provision and a language rich environment. This is enhanced due to a high number of pupils having no English. Low level skills on entry have been identified through Wellcomm screening and the baseline assessments. Wider difficulties throughout the school have been identified through teacher assessment.
2	The number of disadvantaged pupils meeting age related literacy levels is lower than their peers as evidenced by NFER assessments. A gap analysis indicated delays in early reading acquisition and writing skills across all years. This has been highlighted in the most recent statutory data.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This leads to poorer reading skills which has a negative impact on the rest of the curriculum.
4	Internal assessments including NFER standardised assessments

	indicate that mathematics attainment among disadvantaged pupils is poor.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment and behaviour for learning.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 91.4% which is lower than for non-disadvantaged pupils. 17 of disadvantaged pupils have been 'persistently absent' compared to 9 of their non disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> - Reading outcomes for disadvantaged pupils in each cohort improve year on year. - KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils meet the expected standard.
To improve the phonics provision across the school	<ul style="list-style-type: none"> - RWI implemented and embedded across FS and KS1 - An increased number of pupils at the end of Year 1 pass the phonics screening check. - All pupils pass the phonics screening test by the end of KS1 unless identified with significant additional needs that impact language development.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> Maths outcomes for disadvantaged pupils in each cohort improve year on year. - KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils meet the expected standard.
To improve the well-being of pupils and reduce the impact of social and emotional issues to improve resilience and ability to self-regulate.	PASS assessment and observation will show pupils have an increased ability to self-regulate, have increased resilience and behaviour for learning. CPD for all staff in developing metacognition and resilience in

	pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than National average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent being below National average and the figure among disadvantaged pupils being no more than their non-disadvantaged peers.

Activity in this academic year

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>High Quality teaching</p> <ul style="list-style-type: none"> We will purchase resources and fund ongoing teacher CPD to develop their skills to deliver high quality teaching 	<p>EEF guidance states: ‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	2,3,4,5	5,000
<p>Develop Read, Write, Inc to secure stronger phonics teaching for all pupils.</p> <p>Training for all staff in delivering the phonics programme</p> <p>Funding Academic mentor to deliver</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3	10,000

additional RWI sessions			
Enhancement of our maths teaching and planning in line with DfE and EEF guidance. Additional curriculum resources and manipulatives	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	4	5,000

Cost: £20,000

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3	10,000
Additional reading sessions and resources targeted at disadvantaged pupils who require further support with reading and comprehension skills.	Evidence indicates that small group interventions can be a powerful tool for supporting some pupils who require additional support alongside high quality teaching. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	2	£14,260 (CW) 10,000 (books)
Small group interventions for disadvantaged pupils falling behind age related expectations in Mathematics	Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like mathematics and reading. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.	4	£14,359 (DH)

Cost: £48,619

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Employment of pastoral mentor to support with attendance and wider social and emotional issues	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)	5, 6	£36,183 (VF)
Engage with the National tutor programme to fund three academic mentors across KS1 LKS2 and UKS2	Tuition targeted at specific needs and knowledge can be an effective method to support low attaining pupils or those falling behind http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,4	£33,351
Purchase of Pupil Attitudes to Self and School (PASS). Training for staff in the administration of the pupil surveys, analysis of data from the surveys and in the implementation of interventions and support for identified needs.	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)	5, 6, 2,3,4	1500
To provide wider pastoral support for more vulnerable children outside of the timetabled school day by investing in early morning breakfast club	There is extensive evidence associating with social and emotional skills with improved outcomes at school and in later life EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)	5,6	£40,000

<p>Embedding principles of good practice set out in the DfE's advice on improving school attendance. Employ an attendance officer to focus on improving attendance.</p> <p>Employ additional pastoral support officer.</p> <p>This will involve provision of pastoral support through the snug and develop engagement with parents including home visits, regular monitoring and follow up of attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	6	34,167(SM)
<p>Develop the curriculum to include wider experiences to broaden children's experiences across all curriculum areas</p>	<p>Based on the context of our school and the backgrounds of our pupils we have identified the need to support pupils and families in widening their experiences and views of the wider world and develop our cultural capital.</p>	4,5,6	10,000
<p>Contingency fund for acute issues.</p>	<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.</p>	All	11,500

Cost: £165,201

Total budgeted cost: £ 225,321