

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 | The Links Primary School |
| Number of pupils in school | 179 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | December 2021 Reviewed December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Louise Daly |
| Pupil premium lead | Carly Briston |
| Governor / Trustee lead | Jill McGuire |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 49,405 |
| Recovery premium funding allocation this academic year | £4,495 |
| Pupil premium funding carried forward from previous years | £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 | £53,900 |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Our pupil premium strategy plan works towards achieving our objectives in the following ways:

- Quality First Teaching for all students
- Strategies employed to close vocabulary gaps and allow students to develop as effective readers and in turn enable them to access a rich and deep curriculum
- Use of 'gap analysis' and timely intervention so that students know more and remember more
- Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer
- Develop children's organisational skills, resilience and determination.
- Provide a programme of provision and enrichment opportunities to support the development of cultural capital and character education.

Key principles of our strategy:

- Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff
- All of our schools share an ethos of inclusivity
- Strategies employed are evidence based
- Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low attainment and slow progress rates made by some disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge |
| 2 | Pupils and their families have social and emotional difficulties, including medical and mental health issues |
| 3 | Pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology |

| | |
|---|---|
| 4 | Lower attendance and persistent absenteeism of disadvantaged children |
| 5 | Some pupils need to develop their organisational skills, resilience and determination. Many children rely on adult support in class and can be 'reluctant to 'have a go' due to fear of failure |

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 |
|---|--|
| Challenge number 1 | Achieve national average progress scores in KS2 Reading |
| Challenge number 1 | Achieve national average progress scores in KS2 Writing |
| Challenge number 1 | Achieve national average progress scores in KS2 Maths |
| Challenge number 1 | Achieve national average in Phonics |
| To allow children to develop resilience and independence to reach their full potential and be aspirational for their future. To provide support for the mental health and well-being of disadvantaged children (Challenge number 2, 5) | To develop children's resilience and independence. Increase in self-awareness, self-esteem and peer relationships with clear strategies in place |
| To provide support for a number of families who require additional support from outside agencies (Challenge numbers 2, 5) | To ensure a personalised plan is in place for individual pupils and families as identified as in need (early intervention and academic support is prioritised for disadvantaged) |
| To allow children to have equality of experience and opportunity compared to their more affluent peers (Challenge number 3) | Disadvantaged pupils will have the same opportunities to access learning experiences inside and outside of school |
| (Challenge number 4) | Ensure attendance of disadvantaged pupils is above 96% |

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: £26,950

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <ul style="list-style-type: none"> • Quality resources; initiatives; website and APP subscriptions purchased to ensure quality first teaching • Introduction of Systematic, synthetic Phonics scheme with quality reading materials • Provision of teacher led (wherever possible) interventions and small group sessions to ensure disadvantaged pupils keep up and catch up • Teachers to work within their curriculum to use opportunities for S&L and drama to engage children with their writing • Teachers to use contemporary texts and engaging resources to stimulate children's ideas for their writing • Consistent use of schools new Feedback and Marking Policy to ensure children understand what they have done well and what they need to improve on | <p>The development of effective feedback is an EEF suggested strategy for maximum impact for very low cost: impact +6</p> <p>The development of reading comprehension strategies and oral language interventions are EEF suggested strategies for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6). "Literacy is the gateway to the curriculum"</p> <p>Sutton Trust research states that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students. Appropriate and timely CPD for all staff will raise the profile of PP students and ensure that effective teaching strategies are used in lessons to support them</p> <p>EEF research suggests that tuition can accelerate progress of disadvantaged students (high impact for moderate cost, based on moderate evidence: Impact +5)</p> | <p>1</p> |

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

Budgeted cost: £13,475

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Closing the gap sessions (utilising Recovery Premium) for Reception, Years 1, 2, 4, 5 and 6. | EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. | 1 |
| Establish appropriate structured HLTA & TA led interventions and learning opportunities for those pupils identified through data and school self-evaluation as falling behind | | |
| To provide small group catch up sessions carefully building on the successes of last year's tutoring. | | |

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

Budgeted cost: £13,475

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – including dedicated time to talk over concerns and small group work | Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. Impact EEF +4) | 2,5 |
| Pupils will have a breadth of experiences that will enable them to contextualize their learning. School will strive to deliver an engaging, broad and varied curriculum. | The provision of a broad range of extra-curricular activities helps to support the development of cultural capital and character education | 3 |
| School will communication with | Any strategy that engages parental support can have a positive | 2 |

| | | |
|---|--|---|
| parents regarding use of PP funding and eligibility | influence on student progress. The EEF research suggests that parental engagement strategies can have a moderate impact (moderate impact for very low cost, based on extensive evidence: Impact +4) | |
| To strive for all disadvantaged pupils to meet national expectations for attendance/persistent absence. | This approach is fully justified as early intervention in terms of support is the most important way to minimise absence and to ensure that students are supported educationally, socially and emotionally | 4 |

Total budgeted cost: £53,900

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 – 2023 academic year.

Progress in Reading, Writing, Mathematics and Phonics

Observations, book scrutinies and ongoing formative assessments indicate much improved oral communication and language skills and numeracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

The use of Lexia Reading to support early reading intervention has improved the reading skills and abilities of the children. The time given to this intervention alongside the small group work completed with the children has improved overall levels of reading in EY and Year 1.

100% of PP children achieved GLD 2023

75% of PP children in Year 1 passed the Phonics Screening test (4 PP children in total within Year 1)

All groups of disadvantaged children from Y1 to Y6 have made at least 'good' progress from previous summer 2 data and from previous key stage results.

To allow children to have equality of experience and opportunity compared to their more affluent peers

Pupils have benefited from exciting and varied teaching and learning experiences – including cultural and enrichment experiences within and outside the school day. These experiences have included:

1. 'Wonder walks' in the local environment
2. A number of visits to Preston Park to enhance Science, History & Geography learning
3. Visits to All Saints Church (inc. to the Life Exhibition)
4. Stone Age Workshop and Roman Workshop
5. Year 6 Residential to Carlton
6. Year 5 trip to Eden Camp
7. Year 2 & 3 trip to the Transporter Bridge

These experiences have clearly enhanced and inspired learning and have made learning more memorable. Pupil voice shows that the children appreciate and have enjoyed this enhanced learning.

To allow children to develop resilience and independence to reach their full potential and be aspirational for their future. To provide support for the mental health and well-being of disadvantaged children

Identified mental health/emotional needs have been addressed through bespoke support (including for some parents). Pupils are attending school at a rate at least in line with their peers. Pupil voice shows they are enjoying their school experience.

All teachers and TA's received high quality CPD in relation to developing evidence based teaching strategies focusing on how pupils remember and retrieve information to support learning. This will need embedding but the early signs are very encouraging as pupil voice activities show that children have enjoyed the retrieval activities (inc. quizzes).

Data (see below) also suggests that this training has had a good impact on learning. HLTA & TA led precision teaching for identified areas which has enabled the vast majority of disadvantaged children to make excellent progress.

To provide support for a number of families who require additional support from outside agencies

Funding for the Bungalow Partnership has allowed for a number of children and parents to access therapeutic and emotional wellbeing support. Exit interview data shows that these sessions have been very well received. This has been a very useful network of support as Social, Emotional and Mental Health needs have increased a great deal since March 2020.

KS1

PP Numbers: 2022 (3 children), 2023 (4 children)

| | 2022 | | 2023 | |
|----------------|------|-----|------|------|
| | All | PP | ALL | PP |
| Reading | 80% | 67% | 95% | 100% |
| Writing | 84% | 67% | 87% | 75% |
| Maths | 76% | 67% | 100% | 100% |

KS2

PP Numbers: 2022 (10 children), 2023 (6 children)

| | 2022 | | 2023 | |
|----------------|-------|-----|------|------|
| | All | PP | All | PP |
| Reading | 90% | 80% | 92% | 100% |
| Writing | 86.7% | 70% | 85% | 83% |
| Maths | 93% | 90% | 92% | 100% |

Attendance 2022 – 2023 (school based monitoring)

The attendance of Pupil Premium pupils is closely monitored by the Head of School – personalised plans are put in place when necessary and close communication between home and school is encouraged.

| | School |
|------------|--------|
| All | 94.86% |
| PP | 93.1% |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|----------------------|-----------------------|
| Reading Plus | Reading Solutions UK |
| Doodle Maths | Doodle Learning |
| Timetables Rockstars | Maths Circle Ltd |
| Spelling Shed | EdShed |
| Marvellous Me | Marvellous Me Limited |
| Lexia | Lexia Learning |
| Letter-Join | Green & Tempest Ltd |

| | |
|--------|---------------------|
| Jigsaw | Jigsaw PHSE Limited |
|--------|---------------------|

Service pupil premium funding (optional)

School currently does not receive this funding

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| |
| The impact of that spending on service pupil premium eligible pupils |
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