

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium 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	158
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Dates on which it will be reviewed	December 2025 December 2026 December 2027
Statement authorised by	Carly Briston
Pupil premium lead	Carly Briston
Governor / Trustee lead	Katie Sidgwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,910
Recovery premium funding allocation this academic year	£0
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	£49,910

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 enabling them to access a rich and deep curriculum
- To develop a solid understanding of place value to ensure pupils have the mathematical understanding and vocabulary they need to progress through the maths 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 curriculum 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 pupil premium eligible pupils. The pupils have gaps and misconceptions and can find it difficult to retain/recall prior knowledge
2	Some pupil premium eligible pupils and their families have social and emotional difficulties, including medical and mental health issues

3	Some pupil premium eligible pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries and technology
4	Some pupil premium eligible 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
5	Lower attendance and higher rates of persistent absenteeism of pupil premium eligible pupils needs to continue to be closely monitored and supported

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.

Challenge number	Intended outcome	Success criteria
1	Achieve national average progress scores in KS2 Reading	Early identification of pupils' who are falling behind and suitable interventions put in place to ensure gaps are addressed and consolidated
1	Achieve national average progress scores in KS2 Writing	
1	Achieve national average progress scores in KS2 Maths	
1	Achieve national average in Phonics	
2, 4	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 pupil premium eligible pupils TA to continue to deliver social stories/ social groups personalised to meet individual needs	Pupils become more resilient and independent. Increased self-awareness, self-esteem and peer relationships with clear strategies in place
2, 4	To provide support for a number of families who require additional support from outside agencies	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 pupil premium eligible pupils)
3	To strive for pupil premium eligible pupils to have equality of experience and opportunity compared to their more affluent peers	Pupils will have the same opportunities to access learning experiences inside and outside of school including visitors, extracurricular activities and trips
5	Ensure attendance of pupil premium eligible pupils continues to be above 96%	Early identification of pupil premium eligible pupils when attendance is becoming a potential concern including meetings with pupils, families and teachers

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: £24,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Consistent use of schools Feedback and Marking Policy to ensure children understand what they have done well and what they need to improve on – use of in the moment marking Teachers to work within their curriculum to use opportunities for S&L and Experience Days To deliver reading comprehension interventions to develop reading strategies Systematic, synthetic Phonics scheme with quality reading materials Quality resources; initiatives; website and APP subscriptions purchased to ensure quality first teaching Provision of teacher led (wherever possible) interventions and small group sessions to ensure Disadvantaged pupils keep up and catch up 	<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>	1

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

Budgeted cost: £12,477.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke intervention for Reception, Years 1, 2, 4, 5 and 6.	<p>EEF (+4)</p> <p>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.</p>	1
Establish appropriate structured HLTA & TA led interventions and learning opportunities for those pupils identified through data and school self-evaluation as falling behind		
Provide small group catch up sessions to ensure core objectives are grasped		

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

Budgeted cost: £12,477.50

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)	2,4
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 communicate with parents regarding use of PP funding and eligibility	Any strategy that engages parental support can have a positive 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)	2
The Attendance Lead will closely monitor the attendance of pupil premium eligible pupils and put personalised strategies in place 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	5

Total budgeted cost: £49,910

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 2024 – 2025 academic year.

Progress in Reading, Writing, Mathematics and Phonics (Challenge 1)

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

In 2023 & 2024 100% PP children achieved the GLD.

Systematic use of our synthetic phonics scheme and regular staff CPD has resulted in excellent results being achieved.

100% of PP children in Year 1 have passed the Phonics Screening test over the last 2 years (2024 & 2025).

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.

KS2 Expected+

PP Numbers: 2023 (5 children), 2024 (11 children), 2025 (3 children - including 1 child who was disapplied)

	2023		2024		2025	
	All	PP	All	PP	All	PP
Reading	92%	100%	87%	64%	84%	67%
Writing	85%	80%	93%	82%	88%	67%
Maths	92%	100%	90%	73%	84%	67%

Over the last three years the percentage of Disadvantaged pupils achieving the expected standard in Reading, Writing and Maths (65%) has been above national average (46%).

Over the last 3 years the percentage of Disadvantaged pupils achieving the expected standard in Reading is 75% which is above national average (62%).

Over the last 3 years the percentage of Disadvantaged pupils achieving the expected standard in Writing is 80% which is above national average (59%).

Over the last 3 years the percentage of Disadvantaged pupils achieving the expected standard in Maths is 80% which is above national average (60%).

Over the last 3 years the percentage of Disadvantaged pupils achieving the expected standard in SPAG is 70% which is above national average (59%).

To provide support for a number of families who require additional support from outside agencies (Challenge 2)

School has worked closely with their allocated LA Family Support Worker to ensure the correct support is accessed and support network information is available for example Family Hubs and Citizen's advice. This has been a very useful network of support as Social, Emotional and Mental Health needs continue to be present in school. The school has built strong relationships with parents which was commented recently by the LA Attendance Team.

To allow children to have equality of experience and opportunity compared to their more affluent peers (Challenge 3)

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. Durham University Sport Events
3. Sports Week
4. Art Week
5. Theatre Productions/ Concerts (inc. Aladdin)
6. Year 3 & 4 visit to Futuristic Interventions workshop
7. A number of visits to Preston Park to enhance Science, History & Geography learning
8. Visits to Hopetown Railway Museum
9. Visits to All Saints Church (inc. Christmas Service)
10. Stone Age Workshop, Roman Workshop and Greek Day
11. Year 6 Residential to London
12. Year 5 trip to Eden Camp

13. Year 2 & 3 trip to the Transporter Bridge
14. Author visits most recently Patrick Gallagher
15. Year 1 Shildon Railway Museum trip
16. Participation in Stockton Book of The Year
17. River of Hope Art Project
18. Music Monsters – piano
19. Drumming lessons
20. Choir Festival at St Nicholas Church Guisborough

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

There have been a wide range of extra-curricular clubs offer attended by Disadvantaged pupils including: Football, Drama, Dance, Cheerleading, Basketball, Choir and French.

There has been an increase in the number of PP pupils attending clubs – for example 25% of the pupils who attended Dance were PP.

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 4)

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). The school has developed TAs to become experts in identified interventions and provided CPD opportunities. For example, one TA specialises in the delivery of Social Stories and has been support from the school EP and Family Support Worker with her delivery. A recent Trust QA found school interventions to be highly effective, fluid and personalised.

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.

Attendance (Challenge 5)

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.

	2023	2024	2025
All	95.54%	94.87%	96.9%
PP	92.77%	93.81%	96.3%

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
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
Dynamo Maths	JellyJames Publishing Ltd
Reading Plus	Reading Solutions UK

Service pupil premium funding (optional)**School currently does not receive this funding**

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

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

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