



# **Pupil Premium Impact Report**

2024 - 2025

URN: 120068 DfE no: 856 2343

Overview					
Academic Year	2024/25	Pupil Premium Funding	£88,410	Planned expenditure	£98,453
		Recovery Premium Funding	£0		
Total number of pupils	432	Number of pupils eligible for PP (17%)	59	Annual impact report – July 2025	

**END OF YEAR DATA 2024 – 2025**

**Current disadvantaged on track for ARE (teacher assessment) compared to previous Key Stages**

Disadvantaged – READING ARE						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GLD</b>	91% (11/12) Cohort size 57	67% (4/6) Cohort size 53	85% (6/7) Cohort Size 50	57% (4/7) Cohort Size 43		25% (1/4) Cohort Size 48
<b>Previous KS PP</b>	91% (11/12) Cohort size 57	67% (4/6) Cohort size 53	85% (6/7) Cohort Size 50	30% (3/10) Cohort Size 55	44% (4/9) Cohort Size 59	33% (1/3) Cohort Size 48
<b>Current</b>	44% (4/9) Cohort size 54	64% (9/14) Cohort size 57	58% (7/12) Cohort size 55	53% (9/17) Cohort size 60	75 % (9/12) Cohort size 61	50 % (6/12) Cohort size 66
<b>National All</b>	75%	75%	75%	75%	75%	75%

Disadvantaged – WRITING ARE						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GLD</b>	91% (11/12) Cohort size 57	50% (3/6) Cohort size 53	85% (6/7) Cohort Size 50	57% (4/7) Cohort Size 43		25% (1/4) Cohort Size 48
<b>Previous KS</b>	91% (11/12) Cohort size 57	50 % (3/6) Cohort size 53	85% (6/7) Cohort Size 50	40% (4/10) Cohort Size 55	46% (5/9) Cohort Size 59	33% (1/3) Cohort Size 48
<b>Current</b>	44% (4/9) Cohort size 54	57%(8/14) Cohort Size 57	50% (6/12) Cohort Size 55	47% (8/17) Cohort Size 60	58% (7/12) Cohort Size 61	50 % (6/12) Cohort size 66
<b>National All</b>	72%	72%	72%	72%	72%	72%

<b>Disadvantaged – MATHS ARE</b>						
<b>Year Group</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>GLD</b>	91% (11/12) Cohort size 57	67% (4/6) Cohort size 53	100% (7/7) Cohort Size 50	71% (5/7) Cohort Size 43		25% (1/4) Cohort Size 48
<b>Previous KS</b>	91% (11/12) Cohort size 57	67% (4/6) Cohort size 53	100% (7/7) Cohort Size 50	40% (4/10) Cohort Size 55	66% (6/9) Cohort Size 59	33% (1/3) Cohort Size 48
<b>Current</b>	54% (4/9) Cohort Size 54	57% (8/14) Cohort Size 57	50% (6/12) Cohort Size 55	47% (8/17) Cohort Size 60	67% (8/12) Cohort Size 61	50 % (6/12) Cohort size 66
<b>National All</b>	74%	74%	74%	74%	74%	74%

**Disadvantaged compared to 'national all' and year group cohort**

<b>READING ARE</b>						
	<b>Year 1 (9/54)</b>	<b>Year 2 (14/57)</b>	<b>Year 3 (12/55)</b>	<b>Year 4 (17/60)</b>	<b>Year 5 (12/61)</b>	<b>Year 6 (12/66)</b>
<b>Year Group</b>	69%	65%	62%	77%	75%	74%
<b>Disadvantaged</b>	44%	64%	58%	53%	75%	50%
<b>National</b>	75%	75%	75%	75%	75%	75%

<b>WRITING ARE</b>						
<b>Year Group</b>	59%	59%	60%	63%	57%	74%
<b>Disadvantaged</b>	44%	57%	50%	47%	58%	50%
<b>National</b>	72%	72%	72%	72%	72%	72%

<b>MATHS ARE</b>						
<b>Year Group</b>	65%	61%	69%	70%	70%	66%
<b>Disadvantaged</b>	44%	57%	50%	47%	66%	50%
<b>National</b>	74%	74%	74%	74%	74%	74%

## Current disadvantaged on track for GD (teacher assessment) compared to previous Key Stages

<b>Disadvantaged – READING GD</b>						
<b>Year Group</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Previous KS PP</b>				33% (3/9) Cohort Size 59	33% (1/3) Cohort Size 48	0% (0/8) Cohort Size 47
<b>Current</b>	11% (1/9) Cohort Size 54	14% (2/14) Cohort Size 57	8% (1/12) Cohort Size 55	12% (2/17) Cohort Size 60	17% (2/12) Cohort Size 60	8% (2/12) Cohort Size 66
<b>National All</b>	28%	28%	28%	28%	28%	28%

<b>Disadvantaged – WRITING GD</b>						
<b>Year Group</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Previous KS</b>				22% (2/9) Cohort Size 59	33% (1/3) Cohort Size 48	0% (0/8) Cohort Size 47
<b>Current</b>	7% (3/9) Cohort Size 54	7% (1/14) Cohort Size 57	0% (0/12) Cohort Size 55	6% (1/17) Cohort Size 60	17% (2/12) Cohort Size 61	0% (0/12) Cohort Size 66
<b>National All</b>	13%	13%	13%	13%	13%	13%

<b>Disadvantaged – MATHS GD</b>						
<b>Year Group</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Previous KS</b>				22% (2/9) Cohort Size 59	0% (0/3) Cohort Size 48	0% (0/8) Cohort Size 47
<b>Current</b>	0% (0/9) Cohort Size 54	14% (2/14) Cohort Size 57	8% (1/12) Cohort Size 55	24% (4/17) Cohort Size 60	17% (2/12) Cohort Size 61	8% (2/12) Cohort Size 66
<b>National All</b>	23%	23%	23%	23%	23%	23%

## Disadvantaged compared to 'national all' and GD and year group cohort

READING ARE						
	Year 1 (9/54)	Year 2 (14/57)	Year 3 (12/55)	Year 4 (17/60)	Year 5 (13/61)	Year 6 (12/66)
<b>Year Group</b>	13%	18%	26%	28%	23%	17%
<b>Disadvantaged</b>	11%	14%	8%	12%	17%	8%
<b>National</b>	28%	28%	28%	28%	28%	28%

WRITING ARE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Year Group</b>	5%	15%	12%	8%	5%	9%
<b>Disadvantaged</b>	0%	0%	0%	6%	17%	0%
<b>National</b>	13%	13%	13%	13%	13%	13%

MATHS ARE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Year Group</b>	15%	19%	20%	28%	14%	17%
<b>Disadvantaged</b>	0%	14%	8%	24%	17%	8%
<b>National</b>	24%	24%	24%	24%	24%	24%

**SUCCESS AND IMPACT FROM THIS YEARS FUNDING**

<b><u>READING</u></b>	<b><u>WRITING</u></b>	<b><u>MATHS</u></b>
<p><u>Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>• Pupils that attend Linden throughout made good progress and are attaining at age related expectations.</li> <li>• The gap between non-disadvantaged and disadvantaged pupils is narrowing.</li> <li>• Some pupils that are new to the school are not attaining at age related expectations but make above expected progress.</li> </ul>	<p><u>Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>• An increasing number of disadvantaged pupils and mobility has limited an increase in attainment.</li> <li>• Most pupils that attend Linden throughout attain age related expectations.</li> <li>• Fewer disadvantaged pupils are attaining at age related expectations than non- disadvantaged pupils in most year groups.</li> </ul>	<p><u>Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>• Pupils that attend Linden throughout made good progress and are attaining at age related expectations.</li> <li>• The gap between non-disadvantaged and disadvantaged pupils is narrowing.</li> </ul>
<p><u>Greater Depth: Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils are attaining roughly in line with non-disadvantaged</li> </ul>	<p><u>Greater Depth: Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils are attaining below in all year group with the exception of one group.</li> </ul>	<p><u>Greater Depth: Progress and attainment between key stages.</u></p> <ul style="list-style-type: none"> <li>• Disadvantaged attainment is lower than non-disadvantaged by the end of key stage two.</li> </ul>

<p>pupils with the exception of three-year groups.</p> <ul style="list-style-type: none"> <li>Disadvantaged attainment is lower than non-disadvantaged by the end of key stage two.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged attainment is lower than non-disadvantaged by the end of key stage two.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p><u>Action/s for 25-26 strategy:</u></p> <ul style="list-style-type: none"> <li>Continue with the current strategy for reading development within school.</li> <li>Continue the process of assessment of pupils that are new to the school/new to the country/new to English/ English as an additional language.</li> </ul>	<p><u>Action/s for 25-26 strategy:</u></p> <ul style="list-style-type: none"> <li>Continue with the proposed strategy.</li> </ul>	<p><u>Action/s for 25-26 strategy:</u></p> <ul style="list-style-type: none"> <li>Continue with the proposed strategy ensuring that where gaps are identified then targeted support is given using the White Rose Maths intervention.</li> </ul>

## Challenges

- **Aspiration/Attainment:** Children from our disadvantaged families at Linden often have culturally low expectations that impact on their aspirations and hopes for lifelong learning.
- **Language:** Disadvantaged children at Linden often do not come from language rich environments resulting in those children encountering far fewer words and having a narrower range of vocabulary when compared to their advantaged peers.
- **Cultural Capital:** Disadvantaged children at Linden are not always able to access a wider variety of learning experiences resulting from impoverished socio-economic circumstances and diminished cultural capital.
- **Pastoral:** Social, Emotional, Mental Health and wellbeing/welfare needs are affecting more of our pupils and families from disadvantaged backgrounds

Strategy Aims		Success Criteria
Priority 1	Diminish the differences in attainment and boost progress of disadvantaged pupils providing the knowledge and skills needed for future learning and employment.	The percentage of disadvantaged children achieving ARE or beyond is in line or above the percentage of all pupils or others nationally. More disadvantaged children feel inspired and empowered to fulfil their true potential.
Priority 2	Pupils are able to comprehend, articulate and apply a range of vocabulary.	Pupils read widely and with fluency appropriate to their age or true potential when compared to all pupils or others nationally (Achieving ARE or beyond).
Priority 3	The cultural capital of disadvantaged children is enhanced so that they gain experiences that they may not have otherwise experienced. Children understand how to develop their physical and emotional well-being so that they are valued citizens with broad horizons.	Pupils eligible for Pupil Premium are able to access and apply extended learning opportunities that support accelerated academic progress. When attending clubs, their social welfare is secured and their experiences widened. More children who are eligible for Pupil Premium attend after school provision and all are given the opportunity to attend trips.
Priority 4	Pupils are ready to engage with learning as a result of support and pastoral interventions to meet the social, emotional and mental health needs of our & parent's pupils.	Children arrive at school every day and on time, ready to learn and nourished with a good attitude to learning. Children are safeguarded effectively and families who require 'Early Help' have easy access to this. Fewer incidents of behaviour inside and outside of school that stem from external out of school influences.

## Quality of Education for all

Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure																																														
Priority 1 - Diminish the difference in writing attainment for Disadvantaged Pupils.	Year 3 Writing	<p>Evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><b>Rationale:</b></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>57%</th> <th>61%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>56%</td> <td>58%</td> </tr> <tr> <td>National</td> <td>60%</td> <td>60%</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>68%</td> <td>62%</td> <td>69%</td> <td>67%</td> </tr> <tr> <td>38%</td> <td>60%</td> <td>50%</td> <td>62%</td> </tr> <tr> <td>72%</td> <td>72%</td> <td>72%</td> <td>72%</td> </tr> </tbody> </table>	Year Group	57%	61%	Disadvantaged	56%	58%	National	60%	60%	68%	62%	69%	67%	38%	60%	50%	62%	72%	72%	72%	72%	<p>See School Improvement Plan</p> <ul style="list-style-type: none"> <li>To ensure accurate writing assessment.</li> <li>To coach teachers who need support on subject knowledge and teaching of writing (for teachers who moved to different year groups or are new to the school.)</li> <li>To measure the effectiveness of grammar retrieval</li> <li>To monitor the effectiveness of teaching daily spelling and non-negotiables eg: spelling, being marked in writing</li> <li>Purchase Spelling- Ed Shed online superscription</li> <li>To check the effectiveness of accurate and neat handwriting.</li> <li>Purchase Letter Join handwriting online subscription</li> <li>To plan pieces to stretch greater depth writers in Y5/6</li> <li>To adapt teaching practice to support early writing.</li> <li>Purchase wall art for a writing wall.</li> </ul>	<p style="text-align: center;"><u>Key Stage One</u></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>59%</th> <th>59%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>44%</td> <td>57%</td> </tr> <tr> <td>National</td> <td>72%</td> <td>72%</td> </tr> </tbody> </table> <p>Pupils continue to attain below national expectations in year 1 and at in year 2.</p> <p style="text-align: center;"><u>Key Stage Two</u></p> <table border="1"> <thead> <tr> <th>Year 3 (12/55)</th> <th>Year 4 (17/60)</th> <th>Year 5 (12/61)</th> <th>Year 6 (12/66)</th> </tr> </thead> <tbody> <tr> <td>62%</td> <td>77%</td> <td>75%</td> <td>74%</td> </tr> <tr> <td>58%</td> <td>53%</td> <td>75%</td> <td>50%</td> </tr> <tr> <td>75%</td> <td>75%</td> <td>75%</td> <td>75%</td> </tr> </tbody> </table> <p>The gap between non-disadvantaged and disadvantaged differs by cohort. Pupils are attaining below national expectations. The impact of the strategy is negligible. However, the long-term impact on writing for disadvantaged pupils across the school will be considerable.</p>	Year Group	59%	59%	Disadvantaged	44%	57%	National	72%	72%	Year 3 (12/55)	Year 4 (17/60)	Year 5 (12/61)	Year 6 (12/66)	62%	77%	75%	74%	58%	53%	75%	50%	75%	75%	75%	75%	<p>£645 3 X Release days for the subject leaders</p> <p>Is expenditure due to change?  <span style="background-color: #90EE90;">Increase</span>                      Decrease                      Remain the same</p>
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Priority 2 -	Year 3 Reading	<p>Evidence: Reading -</p>	See School Improvement Plan	<u>Key Stage One</u>	<p>£1075 5x Release days for the subject leaders</p>																																														

Diminish the difference in reading attainment for Disadvantaged Pupils.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

Rationale:

	Year 1 (6/49)	Year 2 (14/61)	Year 3 (11/60)
Year Group	65%	80%	67%
Disadvantaged	50%	54%	73%
National	TBC	TBC	TBC

Year 4 (7/58)	Year 5 (13/60)	Year 6 (19/59)
75%	68%	80%
57%	54%	74%
TBC	TBC	TBC

- To ensure all teachers are experts in teaching reading
- To ensure that all pupils are making expected progress and are attaining at a level that is to appropriate to them.
- To engage parents so they are fully equipped to support their child in learning reading at home.
- To continue to establish the Little Wandle phonics scheme which provides a consistent and rigorous approach.
- To create a strong reading culture within the school and build on reading for pleasure.
- The majority of pupils are achieving at age related expectations in each year group.
- The majority of pupils are making expected progress.
- All pupils are accessing texts that are age and stage appropriate.
- All groups of learners are making accelerated progress to close the gap to their peers
- Pupils that are not making expected progress are swiftly brought back into line.
- Parents are able to articulate strategies to be used when reading with their child.
- Foundation Stage Pupils are finishing the stage at phase 4.
- Year 1 pupils are achieving phonics scores that are equal to national averages or above.
- Year 2 pupils are achieving reading results that are equal to or greater than national averages.
- All staff have a clear understanding of the Little Wandle program and how it should be implemented
- Children are regularly reading at home through choice and developed a love of reading
- Pupil voice shows children's reading enjoyment. Children to be able to articulate the books/genres they enjoy.

	Year 1 (9/54)	Year 2 (14/57)
Year Group	69%	65%
Disadvantaged	44%	64%
National	75%	75%

The gap between disadvantaged and non-disadvantaged pupils has decreased in Year 2. The gap has increased in Year 1.

### Key Stage Two

READING ARE			
Year 3 (12/55)	Year 4 (17/60)	Year 5 (12/61)	Year 6 (12/66)
62%	77%	75%	74%
58%	53%	75%	50%
75%	75%	75%	75%

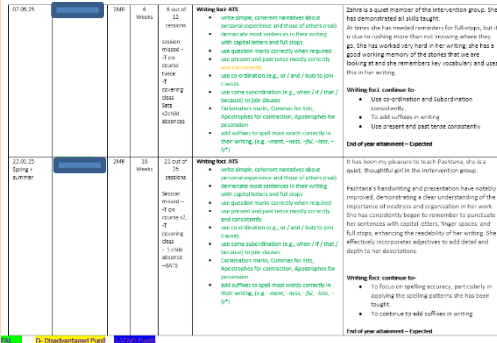
The gap between non-disadvantaged and disadvantaged pupils differs depending upon the cohort. Pupils previously in Years 4 and 5 that are in Years 5 are now performing roughly in line with their non-disadvantaged peers. Reading needs to continue to be refined to improve outcomes for disadvantaged pupils.

Is expenditure due to change?  
Increase  
Decrease  
Remain the same

<p>Priority 3 – Diminish the difference in mathematics attainment for Disadvantaged Pupils.</p>	<p>Year 3 Maths Mastery</p>	<p>Evidence: Maths – <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a> Maths Mastery – <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a></p> <p>Rationale:</p> <table border="1" data-bbox="376 518 900 587"> <tr><td>Year Group</td><td>65%</td><td>69%</td><td>70%</td></tr> <tr><td>Disadvantaged</td><td>50%</td><td>46%</td><td>73%</td></tr> <tr><td>National</td><td>TBC</td><td>TBC</td><td>TBC</td></tr> </table> <table border="1" data-bbox="376 638 878 707"> <tr><td>71%</td><td>68%</td><td>85%</td></tr> <tr><td>57%</td><td>54%</td><td>74%</td></tr> <tr><td>TBC</td><td>TBC</td><td>TBC</td></tr> </table>	Year Group	65%	69%	70%	Disadvantaged	50%	46%	73%	National	TBC	TBC	TBC	71%	68%	85%	57%	54%	74%	TBC	TBC	TBC	<p>See school improvement plan</p> <ul style="list-style-type: none"> <li>To ensure there is a consistent approach to the teaching of mathematics.</li> <li>To ensure all children are making expected progress and attaining at a level appropriate to them</li> <li>To ensure that teachers are highly effective in teaching mathematics</li> </ul>	<p style="text-align: center;"><u>Key Stage One</u></p> <table border="1" data-bbox="1460 67 1966 135"> <tr><td>Year Group</td><td>65%</td><td>61%</td></tr> <tr><td>Disadvantaged</td><td>44%</td><td>57%</td></tr> <tr><td>National</td><td>74%</td><td>74%</td></tr> </table> <p>The gap between non-disadvantaged and disadvantaged pupils has increased in Year 1.</p> <p style="text-align: center;"><u>Key Stage Two</u></p> <table border="1" data-bbox="1460 338 1957 406"> <tr><td colspan="4">MATHS ARE</td></tr> <tr><td>69%</td><td>70%</td><td>70%</td><td>66%</td></tr> <tr><td>50%</td><td>47%</td><td>66%</td><td>50%</td></tr> <tr><td>74%</td><td>74%</td><td>74%</td><td>74%</td></tr> </table> <p>The gap between non-disadvantaged pupils and disadvantaged pupils differs depending on the cohort. Pupils previously in year 4 that are in Years 5 are now performing roughly in line with their non-disadvantaged peers. Mathematics needs to continue to be refined to improve outcomes for disadvantaged pupils in year 6.</p>	Year Group	65%	61%	Disadvantaged	44%	57%	National	74%	74%	MATHS ARE				69%	70%	70%	66%	50%	47%	66%	50%	74%	74%	74%	74%	<p>£645 3x release days for subject leaders</p> <p>Is expenditure due to change? Increase <b>Decrease</b> Remain the same</p>
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<p>Priority 4 – Diminish the difference in both oracy and vocabulary for Disadvantaged Pupils.</p>	<p>Year 3 Voice 21 Word Aware</p>	<p>Evidence: Voice 21 – <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice%2021">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=voice%2021</a> Word Aware – <a href="http://thinkingtalking.co.uk/word-aware/">http://thinkingtalking.co.uk/word-aware/</a></p> <p>Rationale:</p> <table border="1" data-bbox="389 1332 873 1433"> <tr><td></td><td>Year 1 (6/49)</td><td>Year 2 (14/61)</td><td>Year 3 (11/60)</td></tr> <tr><td>Year Group</td><td>65%</td><td>80%</td><td>67%</td></tr> <tr><td>Disadvantaged</td><td>50%</td><td>54%</td><td>73%</td></tr> <tr><td>National</td><td>TBC</td><td>TBC</td><td>TBC</td></tr> </table>		Year 1 (6/49)	Year 2 (14/61)	Year 3 (11/60)	Year Group	65%	80%	67%	Disadvantaged	50%	54%	73%	National	TBC	TBC	TBC	<p>See School Improvement Plan</p> <p><b>Voice 21</b> Embed oracy strategies to improve children's ability to articulate, expand their vocabulary and clarify thinking before writing through:</p> <ul style="list-style-type: none"> <li>Assemblies</li> <li>Whole school oracy challenges/ Wow sessions</li> <li>Cross curricular opportunities</li> <li>Bank of oracy activities provided to staff to supplement and enrich lessons</li> </ul> <p><b>Word Aware</b> Embed vocabulary teaching by ensuring that:</p> <ul style="list-style-type: none"> <li>Vocabulary is taught as a mental and oral starter in English</li> <li>Maths/Science lessons involve the teaching of conceptual vocabulary</li> </ul>	<p>The impact of Oracy is clearly visible throughout the school. At Linden Primary School some pupils are fluent speakers who embrace opportunities to speak in a range of situations. They are confident to communicate, debate and present in a range of situations. All children are more engaged with learning and continually develop the tools, knowledge and confidence to flourish personally and academically. This will continue to be a focus area.</p> <p>Word Aware has not been implemented as a strategy. There is no intention to introduce in future years due to other strategies having already been implemented.</p>	<p>£1075 5 X Release days for the subject leaders</p> <p>Is expenditure due to change? Increase <b>Decrease</b> Remain the same</p>																														
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		<table border="1"> <thead> <tr> <th>Year 4 (7/58)</th> <th>Year 5 (13/60)</th> <th>Year 6 (19/59)</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>68%</td> <td>80%</td> </tr> <tr> <td>57%</td> <td>54%</td> <td>74%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year Group</th> <th>57%</th> <th>56%</th> <th>60%</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>33%</td> <td>38%</td> <td>64%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>64%</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>43%</td> <td>46%</td> <td>58%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </tbody> </table>	Year 4 (7/58)	Year 5 (13/60)	Year 6 (19/59)	75%	68%	80%	57%	54%	74%	TBC	TBC	TBC	Year Group	57%	56%	60%	Disadvantaged	33%	38%	64%	National	TBC	TBC	TBC	64%	65%	70%	43%	46%	58%	TBC	TBC	TBC	<ul style="list-style-type: none"> <li>Foundation lessons involve the teaching of appropriate vocabulary and this is identified in knowledge organisers</li> <li>All vocabulary is appropriately displayed</li> </ul>		
Year 4 (7/58)	Year 5 (13/60)	Year 6 (19/59)																																				
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<b>Priority 5 - Diminish the difference in the cultural capital for Disadvantaged Pupils.</b>	Year 3  Enrichment	<p>Evidence:</p> <p>Enrichment – <a href="https://educationendowmentfoundation.org.uk/school-themes/enrichment/">https://educationendowmentfoundation.org.uk/school-themes/enrichment/</a></p> <p>Rationale: Disadvantaged pupils at Linden experience a limited range of cultural opportunities often staying within their own community.</p>	<p><b>Enrichment</b></p> <p>A series of enrichment activities are plotted across the year which include:</p> <ul style="list-style-type: none"> <li>Pupils taking part in National projects such as Take one Picture and Young voices.</li> <li>Pupils being given the opportunity to experience local events such as the science fair at Leicester University.</li> <li>Pupils being given the opportunity to learn to use a musical instrument.</li> <li>Visits to a wide variety of learning experiences.</li> <li>A wide variety of experiences being brought into school.</li> </ul>	<p>Pupils have experienced:</p> <ul style="list-style-type: none"> <li>A visit to a Shree Hindu Temple in Year 3</li> <li>A visit to a farm park in Reception</li> <li>A PGL residential visit to Shropshire</li> <li>A visit to a bowling alley in Year 6</li> <li>A visit to Twin lakes theme park in Year 5</li> <li>An animal in hands workshop in school in Years 1 and 3.</li> <li>A visit to a Gurdwara in Year 1</li> <li>A visit to a Mosque in Year 2 and Year 6</li> <li>A visit to Beaumanor Hall In Year 6</li> </ul>	<p>£10000</p> <p>Is expenditure due to change? Increase <b>Decrease</b> Remain the same</p>																																	
<b>Total budgeted cost £13,440</b>																																						

Targeted support					
Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure

<p>Priority 1 - Diminish the difference in writing attainment for Disadvantaged Pupils. (Years 1-6)</p>	<p>Year 3 Guided Writing Intervention</p>	<p>Evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Rationale:</p> <table border="1" data-bbox="353 411 880 467"> <tr> <td>Year Group</td> <td>49%</td> <td>67%</td> <td>75%</td> </tr> <tr> <td>Disadvantaged</td> <td>40%</td> <td>46%</td> <td>33%</td> </tr> <tr> <td>National</td> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </table> <table border="1" data-bbox="353 515 880 571"> <tr> <td>57%</td> <td>63%</td> <td>73%</td> </tr> <tr> <td>42%</td> <td>42%</td> <td>68%</td> </tr> <tr> <td>TBC</td> <td>TBC</td> <td>TBC</td> </tr> </table>	Year Group	49%	67%	75%	Disadvantaged	40%	46%	33%	National	TBC	TBC	TBC	57%	63%	73%	42%	42%	68%	TBC	TBC	TBC	<p><b>Guided Writing Intervention (Summer 2025) KM</b></p> <ul style="list-style-type: none"> <li>Teacher/Level 2 TA trained by SB to deliver guided writing across years 1-6.</li> <li>Disadvantaged pupils grouped by the class teacher based on their writing needs.</li> <li>Timetable created to facilitate these groups.</li> <li>Areas for pupils' development highlighted.</li> <li>Pupils taught for six weeks in regard to their areas of development.</li> <li>- Pupils complete a 'Hot Write' as a final assessment.</li> </ul>	<p><b>Guided Writing KM</b></p>  <p><b>Analysis of data</b> Writing improvements: <b>working towards target; able to demonstrate target; no evidence/unable to demonstrate target.</b></p> <p><b>Analysis of data writing - Summer 2025, Year 3</b></p> <p><b>Strategic and Sub-Strategic</b></p> <ul style="list-style-type: none"> <li>4 out of 4 children can write simple, coherent narratives about personal experiences and those of others (pupils)</li> <li>3 out of 4 children demonstrate <b>most sentences</b> in their writing with capital letters and full stops.</li> </ul> <p><b>Phonics, Punctuation and Spelling</b></p> <ul style="list-style-type: none"> <li>3 out of 4 children can use present and past tense <b>mainly</b> correctly (Zahra and Daniyal)</li> <li>3 out of 4 children can do this consistently (Pashana, Zahra and Daniyal)</li> <li>4 out of 4 children were using 'and' to join sentences consistently.</li> <li>4 out of 4 children can use either or both clauses 'but' however to join sentences</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>The children's pronunciations are accurate in some misspellings</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>1 child will continue writing interventions in autumn 2025 (Zahra) to get her as expected for year 3.</li> <li>2 children had continued writing interventions from spring as they had exceptional circumstances at home. The intervention supported their writing development in addition to SP.</li> <li>I have spent a lot of time addressing phrasing, standard of English and general tone/register. This is something that will need to be addressed in the summer term with SP.</li> </ul> <p><b>Children ready to exit:</b></p> <ul style="list-style-type: none"> <li>Children's use of punctuation has improved. Sentence cohesion improved when the children orally rehearsed their sentences before writing but this continues to be something that many of the children still need prompting to do.</li> <li>The children's sentence writing improved with lots of onco-based activities, rehearsing their sentences before writing.</li> <li>One child will highly benefit from onco-based activities before they attempt writing (Zahra).</li> <li>3 out of 4 children are all expected for year 2 (Pashana, Zahra and Daniyal)</li> <li>1 out of 4 was below.</li> </ul>	<p>£1075 Consultancy Fee £3461 KM</p> <p>Is expenditure due to change? <b>Increase</b> Decrease Remain the same</p>
Year Group	49%	67%	75%																							
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<p>Priority 2 - Diminish the difference</p>	<p>Year 3 Little Wandle Catch Up</p>	<p>Evidence: What-Works-for-Literacy-Difficulties-6th-Edition-2020</p>	<p><b>Little Wandle Catch Up Programme</b></p> <ul style="list-style-type: none"> <li>Adults are trained to deliver the Little Wandle Catch Up Programme.</li> </ul>	<p><b>Guided Reading – SS</b></p>	<p>£3205 JK £5541 KM/SS</p>																					



Priority 3 - Diminish the difference in reading attainment for Disadvantaged Pupils. (Years 1, 2 and 3)

Year 3  
Little Wandle Catch Up Programme  
Reading Recovery  
Better Read Write Partnership

Evidence:  
What-Works-for-Literacy-Difficulties-6th-Edition-2020  
<https://www.theschoolpsychologyservice.com/what-works/readingrecovery/>  
What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition p.31  
<https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/09/What-Works-for-Literacy-5th-Edition-2016.pdf>

Rationale:

	Year 1 (6/49)	Year 2 (14/61)	Year 3 (11/60)
Year Group	65%	80%	67%
Disadvantaged	50%	54%	73%
National	TBC	TBC	TBC

**Little Wandle Catch Up Programme**

- Adults are trained to deliver the Little Wandle Catch Up Programme.
- Pupils that are new to the school or who are not making expected progress are assessed and integrated into the programme.
- Pupils catch up and make age related expectations in phonics.

**Year 2 Guided Reading (Autumn 2024) – KM**

- Teacher trained by SB to deliver guided reading across years 1, 2 and 3.
- Pupils are benchmarked within the first two weeks and then grouped according to academic need.
- KM to deliver guided reading sessions in Year 2.
- Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.

**Year 4 Inference Training (Summer 2025) – KM**

- Teacher trained by SB to deliver inference across years 3 and 4
- Pupils assessed within the first two weeks and then grouped according to academic need.
- KM to deliver inference sessions in Year 4.
- Pupils are assessed at the end to ascertain the impact in regard to key inference skills.

**Year 2/3 BRWP/Reading Recovery (Autumn 2023/Spring 2024) – AC**

**Inference Training – KM**  
KM was mentored in Inference training and redirected to deliver it to Key Stage two pupils as this met their needs.

£3892 RB  
£1980 SS  
  
Is expenditure due to change?  
**Increase**  
Decrease  
Remain the same

- Teacher trained to deliver BRWP by SB.
- Individual pupils are benchmarked and then placed on either BRWP or Reading Recovery depending on their needs.
- Pupils receive the intervention for the individual timespan required.
- Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.

**Year 2 & 4 BRWP/Reading Recovery (Summer 2025) KM**

- Teacher trained to deliver BRWP by SB.
- Individual pupils are benchmarked and then placed on either BRWP or Reading Recovery depending on their needs.
- Pupils receive the intervention for the individual timespan required.
- Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.

Reading Recovery KM

Intervention type: Reading Recovery												Delivered by: Sarah Morgan		Date/Term: Summer 2 2025							
Start date	End date	Start time	End time	Days	No. of sessions	No. of pupils	Reading Age	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	
02/02/25	02/02/25	10:00	11:00	Mon	1	1	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0

Analysis of data Summer 2 and 2 2025

- 1 child received this intervention which has run for 1 session
- She has received 100% accuracy in her reading
- She had the intervention because she was not confident in her reading
- She has made a lot of progress with reading in her first 100 words
- She is reading with the teacher 2 times a week and has not progressed in her reading

Intervention type: Reading Recovery												Delivered by: Sarah Morgan		Date/Term: Summer 2 2025							
Start date	End date	Start time	End time	Days	No. of sessions	No. of pupils	Reading Age	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	
02/02/25	02/02/25	10:00	11:00	Mon	1	1	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0

Analysis of data Summer 2 and 2 2025

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Priority 4 - Diminish the difference in mathematics attainment for Disadvantaged Pupils. (Years 1 – 6)

Year 3

Evidence:

One to one tuition:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>

Rationale:

Year Group	65%	69%	70%
Disadvantaged	50%	46%	73%
National	TBC	TBC	TBC

71%	68%	85%
57%	54%	74%
TBC	TBC	TBC

- School Improvement plan
- Identify areas for improvement in the current mathematics intervention approach.
  - Research and select an appropriate mathematical approach for intervention that suits the pupils at Linden.
  - Implement mathematics approach to intervention that ensures the pupils catch-up in mathematics.

Colleagues received training for the White Rose intervention Programme in May 2023. Pupils will be accessing the programme in the Autumn term of 2023. This will be a priority for year 2 of the pupil premium strategy.

Intervention type: Maths Year 2												Delivered by: Sarah Morgan		Date/Term: Summer 2 2025							
Name	Class	Start date	End date	Days	No. of sessions	No. of pupils	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose	White Rose	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

£3462

Is expenditure due to change?

Increase

Decrease

Remain the same



**Total budgeted cost £19,154**

## Other Approaches

Priority	Intent	What is the evidence /rationale for this?	Implementation	Impact	Anticipated Expenditure
<b>Priority 1 - Ensure Disadvantaged pupils are ready for learning.</b>	Year 3	Evidence:	<b>Breakfast Club</b> Breakfast club operates from 7.45am to 8.45am. <ul style="list-style-type: none"> <li>Pupils receive cereal, toast and fruit along with a drink.</li> <li>AK will take pupils for a morning wake up activity.</li> <li>Pupils are given the option to construct and craft.</li> </ul>	45 pupils attended breakfast club across the school year. They took part in a range of activities such as: <ul style="list-style-type: none"> <li>art and crafts</li> <li>archery</li> <li>fencing</li> <li>football</li> <li>basketball</li> </ul> All pupils were offered breakfast. Breakfast club ensured that those pupils who attended were ready for the school day. Parental feedback indicated that the club in particular Mrs Khalfan (Breakfast club lead) were highly affective in their role.	£7327
	Breakfast Club	<a href="https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/National_School_Breakfast_Programme_Explore_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/National_School_Breakfast_Programme_Explore_Report.pdf</a>  Rationale: Pupils are nourished and ready to learn.			Is expenditure due to change? Increase Decrease Remain the same
<b>Priority 2 - Ensure Disadvantaged pupils are attending in order to learn.</b>	Year 3	Evidence:	<b>Attendance Officer</b> The attendance officer supports pupil attendance by: <ul style="list-style-type: none"> <li>Encouraging prompt attendance.</li> <li>Tackling poor attendance.</li> <li>Tackling late attendance.</li> <li>Support parents with strategies for attendance.</li> <li>Referring parents to the appropriate service e.g. family support.</li> <li>Referring repeat poor attenders to the Educational Welfare Officer (EWO).</li> <li>Liaising with teachers in regards to individual pupil attendance.</li> </ul>	The attendance officer has: <ul style="list-style-type: none"> <li>Issued eighty-six penalty notices against absences.</li> <li>Challenged one hundred and forty-six leave of absence requests.</li> <li>Supported a number of parents with lateness and attendance.</li> </ul>	£8618
	Attendance Officer	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a>  Rationale:  Gaps in learning are limited due to regular attendance.			Is expenditure due to change? Increase Decrease Remain the same
	Year 3	Evidence:	<b>Mental Health and Wellbeing Lead</b>		£5542 AK £29,557 LSA's KS2

<p><b>Priority 3 – Ensure the mental health and wellbeing of disadvantaged pupils (Year 2 – 6)</b></p>	<p>Forest School</p>	<p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p> <p>Rationale:</p> <p>Pupils need support in understanding what good mental health is and how to support their own wellbeing.</p>	<ul style="list-style-type: none"> <li>• Mentoring support from key adults in the year group</li> <li>• Pupils identified and attend Forest School Intervention to support SEMH needs</li> <li>• Meet and greet approaches in place for identified pupils</li> <li>• Appointed a Senior Mental Health Lead -leading to whole school approaches to mental health and wellbeing- (24-25)</li> <li>• Providing a calm and safe environment for pupils</li> <li>• Targeted support and further referral</li> <li>• Pilot ELSA- started- impact</li> </ul>	<p>432 pupils attended the school's Forest School intervention. The curriculum was adapted and modified for groups of pupils as well as individual needs.</p> <p>Individuals were supported in:</p> <ul style="list-style-type: none"> <li>• Social communication and interaction difficulties</li> <li>• Social and emotional mental health difficulties</li> <li>• Attention and focus difficulties</li> <li>• Low self-esteem/ confidence and resilience</li> <li>• Support EHCP outcomes (sensory, communication and interaction)</li> <li>• Reluctant speakers</li> </ul>	<p>Is expenditure due to change?</p> <p>Increase Decrease <b>Remain the same</b></p>
<p><b>Priority 4 – Ensure the mental health and wellbeing of disadvantaged pupils (Year EYFS, Year 1)</b></p>	<p>Year 3  Fun Time Intervention</p>	<p>Evidence:</p> <p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p> <p>Rationale:</p> <p>Pupils need support in understanding what good mental health is and how to support their own wellbeing.</p>	<p><b>Mental Health and Wellbeing Lead</b></p> <ul style="list-style-type: none"> <li>• Mentoring support from key adults in the year group</li> <li>• Pupils identified and attend Fun Time Intervention to support SEMH needs</li> <li>• Meet and greet approaches in place for identified pupils</li> <li>• Appointing a Senior Mental Health Lead -leading to whole school approaches to mental health and wellbeing</li> <li>• Providing a calm and safe environment for pupils</li> <li>• Targeted support and further referral</li> </ul>	<p>Individuals were supported in:</p> <ul style="list-style-type: none"> <li>• Social communication and interaction difficulties</li> </ul>	<p>£14,815 5 x LSAs EYFS/KS1</p> <p>Is expenditure due to change?</p> <p><b>Increase</b> Decrease Remain the same</p>
<p><b>Total budgeted cost £65859</b></p>					