

Pupil premium strategy statement - Linden Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr Christopher Taylor
Pupil premium lead	Mrs Rajinder Lall
Governor / Trustee lead	Mrs Sameera Esa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,445
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£95,630

Part A: Pupil premium strategy plan

Statement of intent

At Linden, we aim to provide pupils with a range of memorable learning experiences that will support their development, further their aspirations and enable them to develop as unique individuals. 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. All stakeholders are committed to meeting the pastoral, social, emotional and mental wellbeing of disadvantaged learners within a caring and nurturing environment. We believe that each child should develop a love for learning and acquire the skills and abilities to fulfil their true potential.

Challenges

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

Challenge number	Detail of challenge
1	<u>Aspiration/Attainment:</u> Children from our disadvantaged families at Linden often have culturally low expectations that impact on their aspirations and hopes for lifelong learning.
2	<u>Language:</u> 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.
3	<u>Cultural Capital:</u> 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.
4	<u>Pastoral:</u> Social, Emotional, Mental Health and wellbeing/welfare needs are affecting more of our pupils and families from disadvantaged backgrounds.

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
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.
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).
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.
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.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Writing</p> <ul style="list-style-type: none"> To ensure accurate writing assessment. 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.) To measure the effectiveness of grammar retrieval To monitor the effectiveness of teaching daily spelling and non-negotiables eg: spelling, being marked in writing. To check the effectiveness of accurate and neat handwriting To adapt teaching practice to support early writing. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,2
<p>Reading</p> <ul style="list-style-type: none"> 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. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2
<p>Mathematics</p> <ul style="list-style-type: none"> To ensure the teaching of maths is built upon. To ensure all children are making expected progress and attaining at a level appropriate to them To ensure that teachers are highly effective in teaching mathematics 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Maths Mastery – https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	1,2

<p>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"> • Assemblies • Whole school Oracy challenges/ Wow sessions • Cross curricular opportunities • Bank of Oracy activities provided to staff to supplement and enrich lessons 	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21-pilot/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=voice%2021</p>	<p>1,2</p>
<p>Enrichment A series of enrichment activities are plotted across the year which include:</p> <ul style="list-style-type: none"> • Pupils taking part in National projects such as Take one Picture and Young voices. • Pupils being given the opportunity to experience local events such as the science fair at Leicester University. • Pupils being given the opportunity to learn to use a musical instrument. • Visits to a wide variety of learning experiences. • A wide variety of experiences being brought into school. 	<p>Enrichment – https://educationendowmentfoundation.org.uk/school-themes/enrichment/</p>	<p>3</p>

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

Budgeted cost: £13,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Guided Writing</p> <ul style="list-style-type: none"> • Disadvantaged pupils grouped by the class teacher based on their writing needs. • Timetable created to facilitate these groups. • Areas for pupils' development highlighted. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,2</p>

<ul style="list-style-type: none"> • Pupils taught for six weeks in regard to their areas of development. • Pupils complete a 'Hot Write' as a final assessment. 		
<p><u>Years 4, 5, 6 Little Wandle Catch/Keep Up Programme</u></p> <ul style="list-style-type: none"> • 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. <p><u>BRP/Reading Recovery</u></p> <ul style="list-style-type: none"> • Pupils are benchmarked within the first two weeks and then grouped according to academic need. • Pupils receive reading support. • Pupils are benchmarked to ascertain the impact in regard to reading level. <p><u>Literacy Gold</u></p> <ul style="list-style-type: none"> • Adults are trained to deliver Literacy Gold Programme. • Pupils who are struggling with reading and phonics and not making progress identified. • Run Literacy Gold so pupils make age and stage related expectations in reading. 	<p>What-Works-for-Literacy-Difficulties-6th-Edition-2020 https://www.theschoolpsychologyservice.com/what-works/readingrecovery/</p> <p>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</p>	1,2
<p><u>Years 1, 2, 3 Little Wandle Catch/Keep Up Programme</u></p> <ul style="list-style-type: none"> • 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. <p><u>BRP/Reading Recovery</u></p> <ul style="list-style-type: none"> • Pupils are benchmarked within the first two weeks and then grouped according to academic need. • Pupils receive reading support. • Pupils are benchmarked to ascertain the impact in regard to reading level. <p><u>Literacy Gold</u></p> <ul style="list-style-type: none"> • Adults are trained to deliver Literacy Gold Programme. • Pupils who are struggling with reading and phonics and not making progress identified. <p>Run Literacy Gold so pupils make age and stage related expectations in reading.</p>	<p>What-Works-for-Literacy-Difficulties-6th-Edition-2020 https://www.theschoolpsychologyservice.com/what-works/readingrecovery/</p> <p>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</p>	1,2
<p><u>White Rose Intervention Programme</u></p> <ul style="list-style-type: none"> • Pupils identified for the programme during pupil progress meetings • Pupils initially assessed to identify gaps in learning 	<p>One to one tuition: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p>	1,2

<ul style="list-style-type: none"> • Trained teacher delivers intervention for identified number of weeks • Pupils complete final assessments then continue or return to quality first teaching 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £63,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast Club</p> <p>Breakfast club operates from 7.20am to 8.45am.</p> <ul style="list-style-type: none"> • Pupils receive cereal, toast and fruit along with a drink. • Learning mentors are available to support with any emotional requirements. • AK will take pupils for a morning wake up activity. • Pupils are given the option to construct and craft. 	<p>https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/National_School_Breakfast_Programme_Explore_Report.pdf</p>	4
<p>Attendance Officer</p> <p>The attendance officer supports pupil attendance by:</p> <ul style="list-style-type: none"> • Encouraging prompt attendance. • Tackling poor attendance. • Tackling late attendance. • Support parents with strategies for attendance. • Referring parents to the appropriate service e.g. family support. • Referring repeat poor attenders to the Educational Welfare Officer (EWO). • Liaising with teachers in regards to individual pupil attendance. 	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	3,4
<p>Mental Health and Wellbeing</p> <ul style="list-style-type: none"> • Mentoring support from key adults in the year group • Pupils identified and attend Forest School Intervention to support SEMH needs • Meet and greet approaches in place for identified pupils • Providing a calm and safe environment for pupils • Targeted support and further referral 	<p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	3,4
<p>Emotional Literacy Support Assistant</p>	<p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	3,4

<ul style="list-style-type: none"> • Identify pupils who struggle with emotional Literacy • A referral to be completed by school • ELSA to Plan and deliver individualised programmes of support for children to develop their emotional literacy. • Pupils have strategies to regulate their emotions. 		
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Total budgeted cost: £95,630

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see the strategy impact report 2024-25.

Externally provided programmes

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

Programme	Provider
NAHT Aspire	Sarah Foster

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- SIP 3 year commitment to mental health and wellbeing to promote and develop understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Future Planning, implementation, and evaluation

In planning our new pupil premium strategy, we will evaluate why activity undertaken in previous years had not had the degree of impact that we had expected. We will triangulate evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We will also use the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours. We will look at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We will use the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.