

## Pupil premium strategy statement – Linden Primary School

This statement details our school's use of pupil premium (and recovery 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	432
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£96, 950
Recovery premium funding allocation this academic year	£10,295
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <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>	£107, 245

# Part A: Pupil premium strategy plan

## Statement of intent

At Linden, we aim to create memorable learning experiences that will make a positive contribution to the life of our community. 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	<b><u>Aspiration/Attainment:</u></b> Children from our disadvantaged families at Linden often have culturally low expectations that impact on their aspirations and hopes for lifelong learning.
2	<b><u>Language:</u></b> 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	<b><u>Cultural Capital:</u></b> 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	<b><u>Pastoral:</u></b> 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
1) Diminish the differences in attainment and boost progress of disadvantaged pupils providing the knowledge and skills	The percentage of disadvantaged children achieving ARE or beyond is in line or above the percentage of all pupils or others

needed for future learning and employment.	nationally. More disadvantaged children feel inspired and empowered to fulfil their true potential.
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).
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.
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.

## 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 – Quality of Education for All

Budgeted cost: £16, 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Writing</b>  <b>Guided Writing (Spring 2022)</b></p> <ul style="list-style-type: none"> <li>Teacher/Level 3 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> </ul>	<p><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></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1,2

<ul style="list-style-type: none"> <li>Pupils taught for six weeks in regard to their areas of development.</li> </ul> <p>- Pupils complete a 'Hot Write' as a final assessment.</p>		
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Implement a new phonics scheme which provides a consistent and rigorous approach.</li> <li>Refine the approach to the teaching of Reading ensuring consistency and rigor. (Shared and guided)</li> <li>Ensure that pupils are suitably matched to age and stage appropriate texts.</li> <li>Provide appropriate revision resources e.g. CGP books</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,2
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Identify areas for improvement in the current mathematics approach.</li> <li>Research and select an appropriate mathematical approach that suits the pupils at Linden.</li> <li>Implement a new mathematics approach that ensures the consistency of teaching across the school.</li> </ul> <p>Provide appropriate revision resources e.g. CGP books</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><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></p> <p>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>	1,2
<p>See School Improvement Plan</p> <p><b>Voice 21</b></p> <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"> <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></p> <p>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> <li>Foundation lessons involve the teaching of appropriate vocabulary and this is identified in knowledge organisers</li> </ul> <p>All vocabulary is appropriately displayed</p>	<p>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></p> <p>Word Aware –  <a href="http://thinkingtalking.co.uk/word-aware/">http://thinkingtalking.co.uk/word-aware/</a></p>	1,2
<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</li> </ul>	<p>Enrichment –  <a href="https://educationendowmentfoundation.org.uk/school-themes/enrichment/">https://educationendowmentfoundation.org.uk/school-themes/enrichment/</a></p>	3

<p>events such as the science fair at Leicester University.</p> <ul style="list-style-type: none"> <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>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Guided Writing (Spring 2022)</u></b></p> <ul style="list-style-type: none"> <li>• Teacher/Level 3 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> </ul> <p>- Pupils complete a 'Hot Write' as a final assessment.</p>	<p><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></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1,2
<p><b><u>Little Wandle Catch Up Programme</u></b></p> <ul style="list-style-type: none"> <li>• Adults are trained to deliver the Little Wandle Catch Up Programme.</li> <li>• Pupils that are new to the school or who are not making expected progress are assessed and integrated into the programme.</li> <li>• Pupils catch up and make age related expectations in phonics.</li> </ul> <p><b><u>Guided Reading (Autumn 2022) – MH</u></b></p> <ul style="list-style-type: none"> <li>• Teacher trained by SB to deliver guided reading across years 4, 5 and 6.</li> <li>• Pupils are benchmarked within the first two weeks and then grouped according to academic need.</li> <li>• Pupils receive guided reading.</li> <li>• Pupils are benchmarked to ascertain the impact in regard to reading level.</li> </ul> <p><b><u>BRWP/Reading Recovery (Autumn 2022) - AC</u></b></p> <p>- Teacher trained to deliver BRWP by SB.</p>	<p>What-Works-for-Literacy-Difficulties-6th-Edition-2020</p> <p><a href="https://www.theschoolpsychologyservice.com/what-works/readingrecovery/">https://www.theschoolpsychologyservice.com/what-works/readingrecovery/</a></p> <p>What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition p.31</p> <p><a href="https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/09/What-Works-for-Literacy-5th-Edition-2016.pdf">https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/09/What-Works-for-Literacy-5th-Edition-2016.pdf</a></p>	1,2

<p>- Pupils highlighted for further intervention based on previous years data.</p>		
<p><b><u>Year 1 Guided Reading (Summer 2022) – KM</u></b></p> <ul style="list-style-type: none"> <li>• Teacher trained by SB to deliver guided reading across years 1, 2 and 3.</li> <li>• Pupils are benchmarked within the first two weeks and then grouped according to academic need.</li> <li>• KM to deliver guided reading sessions in Year 1.</li> <li>• Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.</li> </ul> <p><b><u>Year 2/3 BRWP/Reading Recovery (Autumn 2022/Spring 2023) – AC</u></b></p> <ul style="list-style-type: none"> <li>• Teacher trained to deliver BRWP by SB.</li> <li>• Individual pupils are benchmarked and then placed on either BRWP or Reading Recovery depending on their needs.</li> <li>• Pupils receive the intervention for the individual timespan required.</li> <li>• Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.</li> </ul> <p><b><u>Year 1 BRWP/Reading Recovery (Summer 2023) – AC</u></b></p> <ul style="list-style-type: none"> <li>• Teacher trained to deliver BRWP by SB.</li> <li>• Individual pupils are benchmarked and then placed on either BRWP or Reading Recovery depending on their needs.</li> <li>• Pupils receive the intervention for the individual timespan required.</li> <li>• Pupils are then benchmarked at the end to ascertain the impact in regard to reading level.</li> </ul>	<p>What-Works-for-Literacy-Difficulties-6th-Edition-2020</p> <p><a href="https://www.theschoolpsychologyservice.com/what-works/readingrecovery/">https://www.theschoolpsychologyservice.com/what-works/readingrecovery/</a></p> <p>What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition p.31</p> <p><a href="https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/09/What-Works-for-Literacy-5th-Edition-2016.pdf">https://www.theschoolpsychologyservice.com/wp-content/uploads/2020/09/What-Works-for-Literacy-5th-Edition-2016.pdf</a></p>	<p>1,2</p>
<p>Mathematics</p> <p>See School Improvement plan</p> <ul style="list-style-type: none"> <li>• Identify areas for improvement in the current mathematics intervention approach.</li> <li>• Research and select an appropriate mathematical approach for intervention that suits the pupils at Linden.</li> <li>• Implement a new mathematics approach to intervention that ensures the pupils catch-up in mathematics.</li> </ul>	<p>One to one tuition:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p>	<p>1,2</p>

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

Budgeted cost: £61,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Breakfast Club</b> Breakfast club operates from 7.45am to 8.45am.</p> <ul style="list-style-type: none"> <li>• Pupils receive cereal, toast and fruit along with a drink.</li> <li>• Learning mentors are available to support with any emotional requirements.</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>	<p><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></p>	<p>4</p>
<p><b>Attendance Officer</b> The attendance officer supports pupil attendance by:</p> <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> </ul> <p>Liaising with teachers in regards to individual pupil attendance.</p>	<p><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></p>	<p>3,4</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 Forest School 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> </ul> <p>Targeted support and further referral</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>3,4</p>

**Total budgeted cost: £101,804**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

<b>Disadvantaged – READING 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>			25% (1/4) Cohort Size 48	67% (6/9) Cohort Size 47	62% (7/12) Cohort Size 49	
<b>Previous KS PP</b>			33% (1/3) Cohort Size 48	50% (4/8) Cohort Size 47	67% (9/15) Cohort Size 49	
<b>Current</b>	30% (10/55)	44% (9/59)	50% (3/6) Cohort Size 56	50% (6/12) Cohort size 58	47% (9/19) Cohort Size 60	74%
<b>National All</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>

<b>Disadvantaged – WRITING ARE</b>						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GLD</b>			25% (1/4) Cohort Size 48	67% (6/9) Cohort Size 47	62% (7/12) Cohort Size 49	
<b>Previous KS</b>			33% (1/3) Cohort Size 48	62% (5/8) Cohort Size 47	67% (9/15) Cohort Size 49	
<b>Current</b>	40% (10/55)	46% (9/59)	33% (2/6) Cohort Size 56	42% (5/12) Cohort size 58	42% (8/19) Cohort Size 60	68%
<b>National All</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>

<b>Disadvantaged – MATHS ARE</b>						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GLD</b>			25% (1/4) Cohort Size 48	67% (6/9) Cohort Size 47	62% (7/12) Cohort Size 49	
<b>Previous KS</b>			33% (1/3) Cohort Size 48	62% (5/8) Cohort Size 47	67% (9/15) Cohort Size 49	
<b>Current</b>	40% (10/55)	66% (9/59)	33% (2/6) Cohort Size 56	42% (5/12) Cohort size 58	47% (9/19) Cohort Size 60	63%
<b>National All</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>

<b>Disadvantaged – READING GD</b>						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Previous KS PP</b>			33% (1/3) Cohort Size 48	0% (0/8) Cohort Size 47	20% (3/15) Cohort Size 49	
<b>Current</b>	20% (10/55)	33% (9/59)	17% (1/6) Cohort Size 56	17% (2/12) Cohort Size 58	26% (5/19) Cohort Size 60	16%
<b>National All</b>	TBC	TBC	TBC	TBC	TBC	TBC

<b><u>Disadvantaged – WRITING GD</u></b>						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Previous KS</b>			33% (1/3) Cohort Size 48	0% (0/8) Cohort Size 47	13% (2/15) Cohort Size 49	
<b>Current</b>	10% (10/55)	22% (9/59)	17% (1/6) Cohort Size 56	0% (0/12) Cohort Size 58	5% (1/19) Cohort Size 60	5%
<b>National All</b>	TBC	TBC	TBC	TBC	TBC	TBC

<b><u>Disadvantaged – MATHS GD</u></b>						
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Previous KS</b>			0% (0/3) Cohort Size 48	0% (0/8) Cohort Size 47	27% (4/15) Cohort size 49	
<b>Current</b>	0% (10/55)	22%(9/59)	17% (1/6) Cohort Size 56	0% (0/12) Cohort Size 58	21% (4/19) Cohort Size 60	16%
<b>National All</b>	TBC	TBC	TBC	TBC	TBC	TBC

<b><u>SUCCESS AND IMPACT FROM THIS YEARS FUNDING</u></b>		
<b><u>READING</u></b>	<b><u>WRITING</u></b>	<b><u>MATHS</u></b>
<u>Progress and attainment between key stages.</u> <ul style="list-style-type: none"> <li>An increasing number of disadvantaged pupils and mobility has limited an increase in attainment.</li> </ul>	<u>Progress and attainment between key stages.</u> <ul style="list-style-type: none"> <li>An increasing number of disadvantaged pupils and mobility has limited an increase in attainment.</li> </ul>	<u>Progress and attainment between key stages.</u> <ul style="list-style-type: none"> <li>An increasing number of disadvantaged pupils and mobility has limited an increase in attainment.</li> </ul>

<ul style="list-style-type: none"> <li>• 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 many year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 many year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 many year groups.</li> </ul>
<p><u>Greater Depth: 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>• Pupils that attend Linden throughout attain age related expectations.</li> <li>• Very few disadvantaged pupils attained at greater depth.</li> </ul>	<p><u>Greater Depth: 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>• Pupils that attend Linden throughout attain age related expectations.</li> <li>• No disadvantaged year 4 pupils made age related expectations.</li> <li>• Very few disadvantaged pupils attained at greater depth.</li> </ul>	<p><u>Greater Depth: 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>• Pupils that attend Linden throughout attain age related expectations.</li> <li>• No disadvantaged year 4 pupils made age related expectations.</li> <li>• Very few disadvantaged pupils attained at greater depth.</li> </ul>
<p><u>Action/s for 22-23 strategy:</u></p> <ul style="list-style-type: none"> <li>• Introduce a research-based ap-</li> </ul>	<p><u>Action/s for 22-23 strategy:</u></p> <ul style="list-style-type: none"> <li>• Professional development and the mapping of the relevant</li> </ul>	<p><u>Action/s for 22-23 strategy:</u></p> <ul style="list-style-type: none"> <li>• Professional development and the mapping out of the relevant</li> </ul>

<p>proach to the quality first teaching of reading.</p> <ul style="list-style-type: none"> <li>• Intervene immediately and catch up those pupils that have not attained at the appropriate level.</li> <li>• Develop a whole school strategy for the reading culture.</li> </ul>	<p>knowledge, vocabulary and skills for writing.</p> <ul style="list-style-type: none"> <li>• Intervene immediately and catch up those pupils that have not attained at the appropriate level.</li> <li>• Providing pupils with stimuli with which to write.</li> </ul>	<p>knowledge, vocabulary and skills for mathematics.</p> <ul style="list-style-type: none"> <li>• Intervene immediately and catch up those pupils that have not attained at the appropriate level.</li> <li>• Develop a culture of mathematical discussion and reasoning.</li> </ul>
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Our Forest school intervention records for targeted pupils show improvements in pupils' mental health and wellbeing with greater self-regulation, increased attention span and engagement in activities. Pupils are able to share and talk about their feelings, emotions and difficulties they are facing and strategies to help them. Parents/carers have commented on the difference this intervention has made on their child's self-esteem, confidence and resilience.

## 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
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.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our 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.