

## 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	430
Proportion (%) of pupil premium eligible pupils	14%
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 2023
Date on which it will be reviewed	July 2024
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	£102,925
Recovery premium funding allocation this academic year	£10,295
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</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>	£124,542

# 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: £16,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>To implement the teaching of cohesion in writing</li> <li>To monitor the effectiveness of the teaching of the writing sequence from EYFS to Y6.</li> <li>To implement a consistent writing assessment system in Key Stage 1 and 2</li> <li>To create end of term assessment grids in line with the national curriculum for key stage 1 and 2.</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>• To deliver CPD on moderating and the moderation process.</li> <li>• To monitor writing assessment and moderation</li> <li>• Teachers plug gaps and practice key grammar skills</li> <li>• To deliver CPD on retrieval and checking for understanding</li> <li>• To implement a whole school spelling scheme to ensure spelling is consistently taught.</li> <li>• To reflect on effectiveness of the teaching of spelling</li> <li>• To implement a whole school handwriting scheme to ensure handwriting is consistently taught.</li> <li>• To plan pieces to stretch greater depth writers</li> <li>• To Deliver CPD on how to identify greater depth writers and how to stretch greater depth writers and</li> <li>• To attend CPD on early writing stage and supporting pupils who are the early writing stage in year 1 to 6.</li> </ul>		
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Refine the approach to the teaching of Reading ensuring consistency and rigor. (Shared and guided)</li> <li>• Monitoring the implementation of the long-term planning document</li> <li>• Improving teachers' subject knowledge of how to teach reading skills through CPD</li> <li>• Introduce rigorous teacher assessment</li> <li>• Pupils are exposed to a wide range of authors and genres</li> <li>• Analyse school wide data to identify different groups of learners not making expected progress.</li> <li>• Identifying the bottom 20% of learners</li> <li>• Bottom 20% of learners to make accelerated progress to close the gap to their peers</li> <li>• Pupils that are not making expected progress including disadvantaged/EAL/SEND to receive reading intervention.</li> <li>• Ensure that pupils are suitably matched to age and stage appropriate texts.</li> <li>• Workshops to be provided to show parents how to read with their child</li> <li>• Website to be updated with links to videos demonstrating how to read with your child</li> <li>• All new teaching staff and teaching assistants to receive the full training program for little wandle. Subject leads to have watched videos and</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>	<p>1,2</p>

<p>picked out pertinent points for discussion and have sign posted staff to specific parts of the video before the CPD session to ensure the time is being used efficiently.</p> <ul style="list-style-type: none"> <li>• Coaching and modelling sessions to be provided to improve performance across the school</li> <li>• Pupils who fall behind or have the potential to fall behind are identified immediately and provided for</li> <li>• Classroom environments in EYFS, KS1 and LW intervention spaces are utilised to support the teaching and learning of phonics</li> <li>• Subject lead to monitor the teaching of Little Wandle sessions and the assessment processes</li> <li>• Children to be read to daily by their class teacher (not as part of shared or guided reading lessons)</li> <li>• Celebrate reading</li> <li>• Develop the school environment with a focus on reading in targeted areas.</li> </ul>		
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Teachers teach effectively to enable rapid recall</li> <li>• Teachers support Pupils not meeting fluency expectations</li> <li>• Ch are exposed to daily opportunity to Problem Solve and Reason</li> <li>• Teachers effectively scaffold to support and challenge the needs of all learners</li> <li>• Parent workshop provided to raise awareness of school provision and strategies</li> <li>• Support identified for teachers to plan effective sequence of learning</li> <li>• White Rose Intervention Programme in place</li> <li>• Teachers to reflect on misconceptions</li> <li>• Improve teachers, subject knowledge on how to teach mathematics through CPD and self-directed learning See 1.</li> <li>• Monitor mathematics to ensure impact on teaching</li> <li>• Raise the profile of maths through whole school Maths Day</li> </ul>	<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  <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> </ul>	<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

<ul style="list-style-type: none"> <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> <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><b>Enrichment</b> 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>Enrichment – <a href="https://educationendowmentfoundation.org.uk/school-themes/enrichment/">https://educationendowmentfoundation.org.uk/school-themes/enrichment/</a></p>	3

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

Budgeted cost: £41,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Guided Writing (Autumn 2023) - MH</b></p> <ul style="list-style-type: none"> <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><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>Years 4,5,6 Little Wandle Catch Up Programme – JK/RB</b></p> <ul style="list-style-type: none"> <li>Trained adults deliver the Little Wandle Catch Up Programme.</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>	1,2

<ul style="list-style-type: none"> <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 2023) – MH</u></b></p> <ul style="list-style-type: none"> <li>• Trained teacher 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 2023) - AC</u></b></p> <ul style="list-style-type: none"> <li>- Trained teacher to deliver BRWP.</li> <li>- Pupils highlighted for further intervention based on previous years data.</li> </ul>	<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><b><u>Years 1,2,3 Little Wandle Catch Up Programme – JK/RB</u></b></p> <ul style="list-style-type: none"> <li>• Trained teacher 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>Year 2/3 BRWP/Reading Recovery (Autumn 2023/Spring 2024) – AC/KM</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/KM</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><b>White Rose Intervention Programme – AC/MH</b></p> <ul style="list-style-type: none"> <li>• Pupils identified for the programme during pupil progress meetings</li> <li>• Pupils initially assessed to identify gaps in learning</li> <li>• Trained teacher delivers intervention for identified number of weeks</li> <li>• Pupils complete final assessments then continue or return to quality first teaching</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: £65,859

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> <li>• Liaising with teachers in regards to individual pupil attendance.</li> </ul>	<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> </ul>	<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>

<ul style="list-style-type: none"><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>		
--	--	--

**Total budgeted cost: £124,542**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Please see the strategy impact report 2022-23.

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.*

<b>Programme</b>	<b>Provider</b>
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.
- 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.