

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Linton Heights Junior School
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021-July 2022 Sept 2022-July 2023 Sept 2023-July 2024
Date this statement was published	1 st September 2021
Date on which it will be reviewed	Reviewed: 1 st September 2022 Reviewed: 1 st September 2023 Next review – 1 st September 2024
Statement authorised by	James Puxley, Headteacher
Pupil premium lead	Caroline Webb, Deputy Headteacher
Governor / Trustee lead	Governor: Mandeep Matharoo

Funding overview for 2023/4

Detail	Amount
Pupil premium funding allocation this academic year (£1345 or £2345 per eligible pupil)	£58,200
Recovery premium funding allocation this academic year (£145 for pupils eligible for pupil premium)	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School-led tutoring grant (75% of £270 for 60% of the pupils eligible for pupil premium (23))	£2,767.50
Total budget for this academic year	£66,767.50

Part A: Pupil premium strategy plan

Statement of intent

Our overall aim is to ensure that disadvantaged pupils close the gap between themselves and their peers in all aspects of life at school. We want to ensure that all pupils, regardless of their background, enjoy coming to school and are engaged in their learning. We have high expectations for all children. The impact of lockdown on some of our children is clear from their attainment. It is mainly those in receipt of the pupil premium grant who did not fully access our remote learning offer despite our best efforts and it is these children who will be our primary focus for at least the next academic year.

Our strategy plan works towards this through the three main areas laid out by the EEF: high quality teaching, targeted academic support and wider strategies. Disadvantaged children are kept at the forefront of our work through pupil progress meeting discussions, prioritising them (where needed) for interventions, all monitoring that is completed includes looking specifically at this group of children and individualised approaches to what is best for the children in our care when necessary.

Challenges

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

Challenge number	Detail of challenge
1	<p>Children arrive at our school with a lower academic starting points – of our children eligible for PP funding, 39% are also on the SEN register (compared to 16% of the whole cohort) and a further 10% have previously been on the SEN register.</p> <p><u>In Sept 2022:</u> The Year 3s arrived with the following KS1 data: Reading: ARE: 46% ARE+: 12% Writing: ARE: 41% ARE+: 2% Maths: ARE: 46% ARE+: 8% This falls for Pupil Premium children (10) to: Reading: ARE: 20% ARE+: 0% Writing: ARE: 0% ARE+: 0% Maths: ARE: 10% ARE+: 0%</p>

	<p><u>Update Sept 2023</u></p> <p>The current Year 3s arrived with the following KS1 data: Reading: ARE 62% ARE+: 16% Writing: ARE: 32% ARE+: 3% Maths: ARE: 59% ARE+: 19%</p> <p>This falls for Pupil Premium children (16) to: Reading: ARE: 50% ARE+: 6% Writing: ARE: 25% ARE+: 0% Maths: ARE: 38% ARE+: 13%</p>
2	<p>Pupils eligible for PP funding come from families who find it hard to support their child’s learning at home – either due to lack of time, confidence in their own abilities or attitudes to school. Often home learning isn’t completed (or is completed to a poor standard), times tables are not learnt and there is no evidence of reading at home. This has been exacerbated through the periods of school closures when children were invited into school but chose not to attend and remote learning opportunities were not used.</p>
3	<p>Our children must deal (or have dealt in the past) with complex, wide-ranging home situations which have impacted on their self-belief and emotional stability. 30% of children who are eligible for PP either currently receive or have received in the past some kind of social care/family worker/external agency intervention that we are aware of. Of the 6 children currently receiving our in-house well-being counselling 4 are eligible for PP funding.</p>
4	<p>Assessments, observations and discussions with pupils suggest the vocabulary of disadvantaged children is generally not as wide as for non-PP children.</p>
5	<p>According to Fisher Family Trust data, attendance for PP pupils is below that of other pupils. For the academic year 2022-23 PP attendance was 91.5% (national 91.3%) compared to whole school which was 94.8% (national 93.8%). 16 out of the 44 worst attenders (under 95%) were disadvantaged.</p>

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
PP pupils make good progress academically in reading, writing, SPAG and maths.	PP Pupils achieve the estimates set using the FFT 20 rank based on their KS1 results.

<p>PP pupils are happy and enjoy school.</p>	<p>Attendance is improved. Pupil voice reflects the children's enjoyment of school. All children are exposed to an enriched broad and balanced curriculum. Wellbeing opportunities available.</p>
<p>Relationships between school and PP families are positive.</p>	<p>Families are well supported through referrals to external agencies where needed. Parents feel comfortable to come in approach the school and are well informed about their child's progress and what they need to improve.</p>
<p>Attendance of disadvantaged children is improved</p>	<p>Attendance of PP pupils is above 95%</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed the vocabulary focus across the curriculum through CPD</p> <p>Release time to finalise key vocabulary is needed to ensure appropriate and consistent vocabulary is mapped across the curriculum.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Introduce teaching and learning review days as a collaborative and impactful strategy to improve practice throughout the school.</p> <p>Release time is needed for senior leaders and class teachers to work together to improve the quality of teaching and learning.</p>	<p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.” The EEF Guide to the Pupil Premium – Autumn 2021</p>	1, 2, 4

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

Budgeted cost: £42,767.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced class sizes for maths teaching in Year 6 with additional teacher</p>	<p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>+ 2months</p>	1, 2, 3, 4

<p>Individualised intervention programmes run for English and maths by teaching assistants</p>	<p>EEF Teaching and learning toolkit:</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) + 4 months</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk) +4 months</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) + 4months</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6 months</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) +5 months</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk) +4 months</p>	<p>1, 2, 4</p>
<p>Employ a tutor (a qualified teacher, through a National Tutoring Programme tuition partner) to support recovery – Year 3 & 4</p> <p>Had little impact in 2022-23 so has been halted for 2023-24</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk) + 4months</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) +5 months</p>	<p>1, 2, 4</p>
<p>Employ a tutor (a qualified teacher as a school-led tutor) to support recovery – Year 5 & 6</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk) + 4months</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) +5 months</p>	<p>1, 2, 4</p>
<p>After school Y6 booster sessions with a teacher to support children who are falling behind</p>	<p>Extending school time EEF (educationendowmentfoundation.org.uk) + 3months</p>	<p>1, 2, 4</p>

including home learning support.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-house well-being counselling sessions offered to children with emotional needs.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) + 4 months	3, 5
Families are invited to be part of a 'structured conversation'	EEF Teaching and learning toolkit: Parental engagement EEF (educationendowmentfoundation.org.uk) +4 months	2, 5
Provide funding towards extra-curricular activities such as clubs, music lessons, forest school, swimming, trips and residential trips	EEF Teaching and learning toolkit: Arts participation EEF (educationendowmentfoundation.org.uk) +3 months Physical activity EEF (educationendowmentfoundation.org.uk) +1month	3, 5
Closely monitor and follow up PP children absence.	Proving a link between attendance and attainment - Attendance Matters Magazine (attendancemattersmagonline.co.uk)	5

Total budgeted cost: £66, 767.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

At the end of Key Stage 2 in summer 2023, out of the 13 children who qualified for PPG (numbers in brackets are for the cohort as a whole):

Reading: ARE: 62% (83%) Average scaled score: 101.4 (107.1)

SPAG: ARE: 46% (78%) Average scaled score: 100.0 (104.8)

Writing: ARE: 54% (81%) Average scaled score: 97.5 (102.0)

Maths: ARE: 23% (78%) Average scaled score: 95.8 (104.6)

Progress:

Reading: +0.1 (+2.4)

SPAG: -1.1 (+0.1)

Writing: -0.5 (+1.0)

Maths: -4.2 (+0.5)

Although some of these figures look disappointing overall, when you drill down and look at individual children it shows a mixed picture. Four children scored 98 or 99 on the maths test and we would have teacher assessed as working at the expected level. Two children's progress was -13.8 and -15.6 which brings the average down. Both these children were assessed as working at a pre-key stage level on entry to our school but had been reported as WTS at Key Stage 1.

In Years 3-5, we used standardised GL Assessment to internally assess children. The data from summer 2023 shows that disadvantage children made better progress than the whole cohort in all areas in Year 4, maths in Year 3 and writing in Year 5. This proves the impact of some of the in-school interventions we were able to deliver.

We have had many of successes aside from academic achievement in 2022-23. Children who had never been away from home had the opportunity to go on residential visits – raising their self-esteem and improving their independence. Children got to access cultural capital experiences such as museums and theatre visits which they had never previously experienced. Children who had been through emotional trauma were supported, ensuring that school was a safe place for them.

Maths continues to be a priority on the school development plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	

Further information (optional)

Further whole school practise which benefits PP children but are not paid for through the funding:

- Termly 1:1 Assertive Mentoring meetings with class teachers to discuss attainment and attitude.
- Thorough feedback and marking policy. (Feedback: +6months)
- All parents are expected to attend parents evening. If they do not follow up appointments are arranged. (Parental engagement: +4 months)
- Intervention timetables for each year group are collated at the beginning of each term. Intervention record sheets are used to track the effectiveness of these interventions which are then reviewed at pupil progress meetings. (Small group tuition: +4)
- At pupil progress meetings, which happen termly, all disadvantaged children are discussed individually.
- A pupil progress provision map is maintained by the deputy headteacher to ensure that over the course of the year, all children benefit from their entitlement.
- Teachers have performance management targets set based on attainment and progress for all children but also PP and SEN children as sub groups. (Performance Pay: +1)
- Termly data analysis includes individual analysis of PP progress and attainment. This is also reported to governors.
- The Pupil Premium Governor carries out termly visits to monitor what is happening.
- PP children's books are always included in regular work scrutinies and disadvantaged children are particularly looked at during any learning walks etc.
- School uniform is provided for those that need it on an ad hoc basis.
- Disadvantaged children receive a 'book of my own' through a local charity which is coordinated by the school.
- Disadvantaged families have access to community support (food parcels, holiday clubs etc) through one of the churches in the village. We help with communication.