

Pupil premium strategy statement – Linton Heights Junior School: September 2024

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	235
Proportion (%) of pupil premium eligible pupils	20%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	James Puxley, Headteacher
Pupil premium lead	Karen Graves, SENCo
Governor / Trustee lead	Sarah Rosewell and Gabi Chamberlain, Governors for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,979.71
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£60,979.71

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; are engaged in their learning and make good progress. We have high expectations for all children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure all monitoring and conversations about learning considers disadvantaged children as a priority.

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. For example: Y2 2024 %ARE+ (average scaled score)</p> <p>Reading Whole cohort: 67% (103.8) PP cohort: 10% (98.0)</p> <p>Writing: Whole cohort: 54% (99.7) PP cohort: 10% (90.8)</p> <p>Maths: Whole cohort: 63% (101.2) PP cohort: 30% (96.7)</p>
2	<p>Linked to the above, a greater proportion of children eligible for PP funding have SEND – 40% are on the SEND register (compared to 23% of the whole cohort). The type of SEND is variable with the main needs being Cognition and Learning (MLD) and Communication and Interaction.</p>
3	<p>Some 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.</p>
4	<p>As well as not being able to support their children’s learning at home, there is also less opportunity for cultural capital meaning that children in receipt of pupil premium grant have fewer enriching experiences.</p>
5	<p>Several of the children in our school are eligible for pupil premium funding have some trauma in their early lives. This includes four children from Ukraine and two with special guardianship orders.</p>
6	<p>Attendance for pupils eligible for pupil premium funding is below that of other pupils. For the academic year 2023-24 FSM6 attendance was 90.6% compared to non-FSM which was 95.7%. 5 out of the 13 persistent absentees for 2023-24 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
Children in receipt of pupil premium grant make good progress in reading, writing and maths.	The gap between this group and their peers is narrowed in all three areas of learning.
Children in receipt of pupil premium grant attend school as often as their peers.	Attendance for pupils eligible for the pupil premium grant is equal to that of their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations improved attendance.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We ensure that all children receive high quality teaching through regular professional development and monitoring.	1. High-quality teaching EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Wellbeing Curriculum: Sept 2024 sees the roll out of a brand-new bespoke wellbeing curriculum being delivered to all pupils. This, alongside daily wellbeing check ins allow us to monitor and improve the mental health of all pupils now and in the future.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk)	5 & 6

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

Budgeted cost: £40,979.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading interventions including reciprocal reading.</p> <p>We were lucky enough to be part of the FFT/EEF trial for reciprocal reading. We saw a good impact on reading attainment in our school and this has been echoed across the whole cohort. During 2024-25 we are hoping to roll out reciprocal reading to a whole class approach.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Reciprocal Reading - trial EEF (educationendowmentfoundation.org.uk)</p> <p>Reciprocal Reading for struggling readers: An exemplar of evidence implementation in schools - Cockerill - 2022 - Review of Education - Wiley Online Library</p>	1, 2, 3
<p>A range of interventions take place depending on the needs of the individual children.</p> <p>Interventions that we have seen make a good impact previously include: pre-teaching and precision teaching.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>Phonics intervention: Children who do not know all their sounds have phonics intervention before starting our spelling scheme.</p> <p>Structure of this varies depending on numbers each year.</p>	<p>We use a DfE validated programme: Phonics International phonicsinternational.com</p> <p>Phonics: Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>Wellbeing interventions: As well as a whole school curriculum, we are also able to offer individualised wellbeing support</p> <p>Our in-house wellbeing counselling sessions are offered to children who need additional support.</p> <p>Lifestyle assessment and intervention is being rolled out in 2024-25.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) + 4 months</p> <p>Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk)</p>	2, 5, 6

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding towards extra-curricular activities such as sports clubs, taking part in sports competitions, forest school, swimming and residential trips	Physical activity EEF (educationendowmentfoundation.org.uk) +1month A Complete Guide to Cultural Capital in Education - Education Corner	4, 6
We offer a wide range of arts participation e.g. trip to the pantomime, opportunities to watch professional musicians, trips, offer purchase of recorders in Yr4, whole class instrument tuition. We have the Silver Arts Mark.	Arts Participation: Arts participation EEF (educationendowmentfoundation.org.uk) A Complete Guide to Cultural Capital in Education - Education Corner	4, 6
Provide funding towards trips such as to museums or the beach which build cultural capital.	A Complete Guide to Cultural Capital in Education - Education Corner	4, 6

Total budgeted cost: £60,979.71

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of Key Stage 2 in summer 2024, out of the 8 children who qualified for PPG (numbers in brackets are for the cohort as a whole):

Combined ARE: 25% (68%)

Reading: ARE: 50% (77%)

SPAG: ARE: 50% (81%)

Writing: ARE: 38% (79%)

Maths: ARE: 50% (79%)

Progress:

Reading: -1.5 (+1.2)

SPAG: -4.3 (+0.6)

Writing: -3.5 (+1.0)

Maths: -6.9 (+0.1)

Progress data is pulled down by 1 of the 8 children who qualified for pupil premium funding who was disapplied from SATs as he was working well below the level of the test due to learning difficulties. This pupil made lots of progress in many areas throughout their time in our school.

In Years 3-5, we used standardised GL Assessment to internally assess children. The data from summer 2024 shows that disadvantaged children made better progress than the whole cohort in writing, maths and SPAG in Year 4 and made positive progress in reading. In Year 5 disadvantaged children made positive progress in reading, maths and SPAG. This proves the impact of some of the in-school interventions we were able to deliver.

Whilst we did not meet all our intended outcomes from the previous Pupil Premium Strategy, we have had many of successes. 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.

Externally provided programmes

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 pupil:teacher 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 SENCo to ensure that over the course of the year, all children benefit from their entitlement.
- 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 families have access to community support (food parcels, holiday clubs etc) through one of the churches in the village. We help with communication.