

Pupil premium strategy statement 2021 - 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Linden Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	114 – 27.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published (updated)	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lucy Collins, Headteacher
Pupil premium lead	Sasha Davidson, Deputy Headteacher
Governor / Trustee lead	Eileen Pegram

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,165
Recovery premium funding allocation this academic year	£14,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£170,629

Part A: Pupil premium strategy plan

Statement of intent

At Linden Primary School, our intention is for all pupils to achieve their full potential, regardless of their family background and the challenges they may be facing or have experienced in the past. We have high aspirations for all pupils and intend for all pupils to make good progress and achieve high standards across all subject areas. When the school plan how to spend the pupil premium funding, we ensure that we take into account the context of the school and the challenges faced as a result of this. When writing the strategy, the school consider those vulnerable pupils who may be young carers or have a social worker but may not be identified as disadvantaged; it is important to note that the plans outlined in this document are also in place for these pupils.

Ultimately, the school strives to ensure high quality teaching is in place for all learners whilst also ensuring that there is a focus on areas of difficulty that school are aware our disadvantaged children face. In doing so, the school aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We are also aware that in having this as a focus, it will also enable non-disadvantaged pupils to sustain or improve their current progress and attainment.

At Linden, we are working hard to ensure those pupils whose education and learning has been negatively impacted by coronavirus have appropriate support in place as part of our recovery curriculum planning. School continue to provide additional support to both disadvantaged and non-disadvantaged pupils through the National Tutoring Programme; support is being given in areas that have been identified by class teachers and subject leads through data analysis and teacher knowledge.

We ensure that we respond to identified challenges faced by disadvantaged pupils. We have a robust approach to identifying individual needs that is based on diagnostic assessment so support can be appropriately targeted. All staff take responsibility for the outcomes of disadvantaged pupils and the need for early intervention when needs are identified.

As a school our approach will ensure that staff have high expectations of disadvantaged pupils and that they are sufficiently challenged in all lessons. One of the main focuses is the effective use of scaffolding within lessons and making quality first teaching accessible for all pupils. Moving forward, the aim is to embed good quality scaffolding as a natural part of quality first teaching, so that children with additional needs are enabled to achieve the same objectives as their peers, without having such a high level of adult support. Scaffolding is a temporary support put in place to help children to acquire skills or knowledge that they need. These scaffolds are designed to be temporary and should gradually be reduced or removed. The use of scaffolding reduces the cognitive load for children and allows them to focus on key skills and

information, without all of the additional demand that isn't benefitting their learning. The work on scaffolding will be linked to Rosenshine's principles and Tom Sherrington's work on these.

Challenges

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

Challenge number	Detail of challenge
1	Through analysis of teacher/standardised assessments, discussions with teachers and observations indicate that the partial school closures due to Covid have negatively impacted on the education of many of our disadvantaged pupils. As a result of this, school has identified substantial gaps in knowledge leading to pupils falling further behind age-related expectations in reading, writing and maths.
2	As a result of Covid 19 and the Lockdowns that have taken place, through discussions with children/families/staff, post lockdown parent surveys, Leuven scale tracking and observations it is evident that a significant percentage of children have returned to school with a range of complex SEMH needs and difficulty in expressing/regulating their emotions. 43% of disadvantaged pupils have at least 1 ACE (most have multiple ACES). Out of all the pupils in the school with ACES, 75% are disadvantaged pupils. Many of these pupils have a high number of adverse childhood experiences (ACEs) resulting in complex needs that includes social, emotional and mental health difficulties. Due to the complicated nature of some children's home life, children do not always arrive at school ready to engage in learning.
3	Baseline assessments show that pupils join in reception with very low oracy skills and gaps in their vocabulary. Assessments, observations and discussions with staff show that this is evident throughout EYFS to UKS2.
4	<p>Analysis of attendance data shows that the attendance of disadvantaged pupils has been between 5 - 6% lower than for non-disadvantaged pupils (Disadvantaged pupils 90.29% - Non-disadvantaged pupils 96.25% - Terms 1 – 6 2020 - 2021).</p> <p>6% of disadvantaged pupils have had authorised absences compared to 3% of their peers. 1.8% of disadvantaged pupils have had unauthorised absences compared to 0.8% of their peers. These figures are taken from the first term of this academic year (2021-2022).</p> <p>3.2% of disadvantaged pupils are persistently late for school before registration closes compared to 0.55% of their peers. 0.38% of disadvantaged pupils are persistently late for school after registration closes compared to 0.01% of their peers. Our assessments and observations indicate that this is negatively impacting disadvantaged pupils' progress.</p>

5	Children with narrow experiences of the wider world and have limited access to extra-curricular activities. A large percentage of disadvantaged children at the school find it difficult to fund educational visits (both day trips and residential trips), music tuition, extra-curricular clubs that are chargeable. As a result, children have limited enrichment experiences in this area and it can impact on children's emotional well-being, confidence and learning.
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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
Gaps in knowledge	KS2 outcomes for reading, writing and maths in 2024/25 show that the % of disadvantaged pupils that meet at least the expected standard is in line with national averages.
For all pupils, notably our disadvantaged pupils with a high number of ACEs, to show improved wellbeing	Pupils will show sustained levels of wellbeing by the end of the pupil premium strategy (2024/2025) by: <ul style="list-style-type: none"> ➤ Pupil voice, wellbeing survey, parent survey, Leuven scale, Boxall Profile ➤ An increase in pupils regulating emotions independently ➤ A reduction in the length of time pupils require pastoral support ➤ Parents engaging with school and working in collaboration to achieve positive outcomes
Improved oracy skills and wider vocabulary in pupils across all year groups	This will be evident when triangulating evidence gathered in learning walks, observations, assessments, pupil voice and discussions with teachers. Evidence will show significant improvement in pupils oracy skills and broadened vocabulary in disadvantaged pupils.
To improve all pupils' attendance and punctuality, in particular that of disadvantaged pupils	To ensure all pupils have high attendance by 2024/2025. The overall attendance figure for all pupils will be 96% or higher. The overall attendance rate for all pupils will increase to 98% by 2024/2025. The % of pupils who are persistently late will reduce to 5% by 2024/2025. The % of pupils who are persistently absent will reduce to 2.5% by 2024/2025 and the % figure for disadvantaged pupils will be no more than 10% lower than non-disadvantaged pupils.
For disadvantaged pupils broaden their experiences and to enjoy the wide range of enrichment activities on offer at Linden Primary School	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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)

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Oracy skills are being explicitly taught throughout the school, as well as being embedded across the curriculum. These activities will enable pupils to articulate key ideas, consolidate understanding and broaden their vocabulary, exposing them to tier 2 and 3 words</p> <p>We will purchase resources linked to and fund ongoing teacher training and release time.</p> <p>Resources:</p> <ul style="list-style-type: none"> ➤ Oracy/Voice 21 subscription ➤ Supporting resources ➤ Talk Boost 	<p>There is a strong evidence base that suggests oral language interventions, including oracy activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading as well as supporting learners' use of vocabulary, articulation of ideas and spoken expression:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
<p>Questioning CPD for all staff to embed Rosenshine's principals of instruction through use of Tom Sherrington's Walkthrus instructional coaching guide. Class cover is provided to allow teachers to attending training and also for coaching triads to take place termly in addition to purchasing reading materials for all staff.</p>	<p>Evidence shows it is important to deliver appropriately timed feedback that focuses on moving learning forward and that teachers carefully consider how to use purposeful verbal feedback</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p>	1,3
<p>Continuing development of the teaching of reading, writing and maths and curriculum planning in line with DfE and EEF guidance.</p>	<p>The EEF shows guidance drawing on a range of evidence:</p> <p>Improving Literacy in KS2 (EEF guidance report)</p>	1, 3

<p>Funding will release core subject leaders on a weekly basis to enable subject leaders to have whole school influence and embed key elements of guidance across the school. Subject leads will also use this time to plan CPD for staff and access their own CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: keystages 1 and 2 (publishing.service.gov.uk)</p> <p>The reading framework – teaching the foundations of literacy (publishing.service.gov.uk)</p>	
<p>Purchase of standardised diagnostic assessment (NTS reading/GPS/maths/comparative judgement resources for writing)</p> <p>Staff meetings/training for staff to ensure consistency in administration of assessments</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Coaching triads will run half termly to include all members of teaching staff. Subject focus will alternate between core subjects.</p> <p>Staff will share good practice, focusing on elements of the SDP, then have the opportunity for peer feedback led by a member of SLT or subject lead.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Effective Professional Development Guidance Report Education Endowment Foundation EEF</p>	
<p>ECT mentor allocated time out of class to support ECTs in school. This will be for observations, feedback, paired observations of good practice in other classes etc...</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Effective Professional Development Guidance Report Education Endowment Foundation EEF</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sign up to become a Voice 21 school to improve oracy teaching and learning across all year groups for pupils with low spoken language skills</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<p>Purchase annual subscription to Bedrock vocabulary online programme to improve pupils' vocabulary and comprehension skills.</p>	<p>Intervention is effective if it is targeted at pupils' specific needs.</p> <p>Targeted academic support EEF</p> <p>Studies show that if gaps in language are identified and strategies have been put into place, progress is accelerated.</p>	<p>1,3</p>
<p>Pupils to take part in online maths tutoring. The tutoring is via an online platform, Complete Maths TUTOR and consists of tutorial videos and activities to complete. It automatically assesses the child's current level of understanding and sets them videos and activities targeted at the appropriate level.</p>	<p>Intervention is effective if it is targeted at pupils' specific needs.</p> <p>Targeted academic support EEF</p> <p>Studies show that if gaps in language are identified and strategies have been put into place, progress is accelerated.</p>	<p>1</p>
<p>All KS2 staff to refresh/retrain in RWI phonics to enable more staff to deliver phonic intervention where required and to continue phonic support within lessons in class.</p>	<p>Intervention is effective if it is targeted at pupils' specific needs.</p> <p>Targeted academic support EEF</p> <p>Studies show that if gaps in language are identified and strategies have been put into place, progress is accelerated.</p>	<p>1,3</p>
<p>Take part in the National Tutoring Programme to provide tuition for pupils whose education has been negatively</p>	<p>Face to face small group tuition in addition to normal lessons, giving targeted support is effective to close the gaps in learning and improve pupil outcomes.</p>	<p>1,3</p>

impacted by the pandemic. A high percentage of the pupils who receive tutoring will be disadvantaged, and will include pupils targeted to ARE as well as high attainers being challenged to achieve GD.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
To purchase evidence based interventions for pupils to address specific areas of need.	Intervention is effective if it is targeted at pupils' specific needs. Targeted academic support EEF	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted work to raise profile of attendance and follow good practice as stated in the DFE's Improving School Attendance advice.</p> <p>Employ attendance consultant to audit attendance, train staff, set up new procedures and processes to improve attendance and to help facilitate attendance meetings with parents. Budget for covering the cost of wraparound care for disadvantaged pupils in response to exceptional circumstances that arise and could impact on attendance.</p>	<p>The DFE document has been created based on evidence of good practice in schools that have improved their pupil attendance levels and reduced the percentage of absent pupils and those pupils with persistent absence.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Parent support advisor appointed to work with vulnerable families and improve parental engagement and improving attendance.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. There are also higher impacts for pupils with low prior attainment.</p> <p>EEF toolkit– Parental engagement</p>	1,2,4

<p>Provide the opportunity for children who are experiencing emotional difficulties to use play and pastoral activities to communicate and help prevent or resolve psychosocial challenges. To help them towards better social integration, growth and development.</p> <p>Employ a play therapist. Pay for mentoring if suitable support required. Train staff in play therapy, applied therapy and ELSA support.</p> <p>Employment costs:</p>	<p>Improves interaction with others and self -management of emotions. It impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> <p>EEF – social and emotional learning</p>	<p>2,4</p>
<p>Staff member to undertake training as Level 4 Forest School Leader. This will enable the school to train more members of staff as Forest School leaders and allow a greater number of children to take part in Forest School activities as part of the wider curriculum.</p>	<p>EEF – outdoor adventure learning</p> <p>Shows positive benefits on academic learning and self –confidence as well as developing non-cognitive skills such as resilience, self-confidence and motivation.</p>	<p>2,4</p>
<p>Implement the Dog Mentor programme in school to support pupils' well-being, reduce stress and calm them. This will involve training staff to safely handle the dog in school.</p>	<p>EEF social and emotional learning</p> <p>Improves interaction with others and self -management of emotions. It impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	<p>2,4</p>
<p>Subsidise school trips to improve confidence, self-esteem and resilience and therefore the children will rise to the challenge of learning and taking responsibility for personal development.</p>	<p>EEF Physical activity</p> <p>Evidence shows that sports participation increases educational engagement and attainment.</p>	<p>2,4</p>

<p>Give disadvantaged children the opportunity to learn a musical instrument.</p>	<p>EEF Arts participation</p> <p>Evidence shows that can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>The emotion coaching approach will be used by all staff and embedded into every aspect of school life. Staff will be supported by professional development and training as part of the Gloucester School Partnership Emotion Coaching project.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	

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 2020 to 2021 academic year.

2022 / 2023 academic year			
Basic characteristics – Year 6			
No on roll	Male%	Female %	Ever 6FSM%
61	54%	46%	31%
KS2 outcomes – 2022/2023			
Year 6 Reading	Number of pupils	EXP + (%)	GDS (%)
Disadvantaged	19	53% Below national	26% Above national
No Disadvantaged	42	71%	24%
National		78% Like-for-like 60%	34% Like-for-like 17%
Year 6 Maths	Number of pupils	EXP + (%)	GDS (%)
Disadvantaged	19	47% Below national	32% Above national
No Disadvantaged	42	60%	14%
National		79% Like-for-like 59%	29% Like-for-like 13%
Year 6 GPS	Number of pupils	EXP + (%)	GDS (%)
Disadvantaged	19	53% In line with national	21% In line with national
No Disadvantaged	42	69%	24%
National		78% Like-for-like 59%	35% Like-for-like 18%
Year 6 Writing	Number of pupils	EXP + (%)	GDS (%)
Disadvantaged	19	53% In line with national	5% In line with national
No Disadvantaged	42	71%	5%
National		77% Like-for-like 58%	16% Like-for-like 7%
Year 6 Combined	Number of pupils	EXP + (%)	GDS (%)
Disadvantaged	19	47% In line with national	5% In line with national
No Disadvantaged	42	48%	5%
National		66% Like for like - 44%	10% Like for like – 3%

Average progress scores

Progress Score	Reading	Writing	Maths
Disadvantaged	18 pupils 1.58 Well above national	18 pupils -0.28 In line with national	18 pupils 0.55 Above national
All pupils	0.65	0.58	-0.09
National for non disadvantaged	0.43	0.36	0.51
National for disadvantaged	-0.85	-0.69	-1.04

31% of the cohort were identified as disadvantaged pupils. Comparisons have been made with the 'like-for-like' national. The attainment of disadvantaged and non-disadvantaged pupils at Linden are broadly in line in the combined score.

There is an attainment gap between the disadvantaged and non-disadvantaged pupils at Linden in reading, writing, maths and GPS (13% - 18% gap) for the expected level. Disadvantaged pupils achieved well in reading (6% higher than national and 1% higher than their non-disadvantaged peers at Linden).

Further analysis will be updated on here when data is released later in the autumn term.

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
Read, Write, Inc	Ruth Miskin Literacy
X Tables Rockstars	TT Rockstars
Talk Boost	iCan
Oracy – Voice 21	Oracy Education
Bedrock Vocabulary	Bedrock Learning – Digital Literacy Curriculum
On Track English	Rising Stars
Complete Maths Tutor	Complete Maths