

Pupil premium strategy statement 2024 - 2027



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	420
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published (updated)	December 2024
Date on which it will be reviewed	December 2025
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	£165,990
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£169,905

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 disadvantaged pupils have greater difficulties in phonics, reading, writing and maths. % of disadvantaged pupils are on the SEND register.
2	Due to a range of reasons a significant percentage of disadvantaged children have a range of complex SEMH needs and difficulty in expressing/regulating their emotions. Many of our disadvantaged pupils have at least 1 ACE (most have multiple ACES). 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	Analysis of attendance data shows that the attendance of disadvantaged pupils has been around 2% lower than for non-disadvantaged pupils (Disadvantaged pupils 93.99% - Non-disadvantaged pupils 95.81% - Terms 1 – 6 2023 - 2024). 42% of persistent absentees are disadvantaged pupils. 21% of persistent absentees are disadvantaged pupils with SEN. Our assessments and observations indicate that this is negatively impacting disadvantaged pupils' progress.
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.

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
Disadvantaged pupils make at least expected or better progress in reading, writing and maths. Disadvantaged pupils with SEND make good progress and have access to an accessible, scaffolded curriculum.	<p>KS2 outcomes for reading, writing and maths show that the % of disadvantaged pupils that meet at least the expected standard is in line with national averages.</p> <p>Outcomes across the school will show disadvantaged children with SEND make good progress. My Plans have clear outcomes to support children to access the curriculum and make good progress.</p>
Disadvantaged pupils who have experienced Adverse Childhood Experiences (ACES) are supported to regulate their emotions and access and engage with learning.	<p>Pupils will show sustained levels of wellbeing by the end of the pupil premium strategy by:</p> <ul style="list-style-type: none"> ➤ Pupil voice, wellbeing survey, parent survey, Boxall Profile, learning walks ➤ 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 ➤ Parents engaging in Emotion Coaching parent workshops
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	<p>The overall attendance figure at the end of each academic year for pupil premium pupils will be 96% or higher.</p> <p>The overall attendance rate for all pupils will increase to 98%.</p> <p>The % of pupil premium pupils who are persistent absentees will reduce to 25%.</p>
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 ➤ 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</p>	<p>The EEF shows guidance drawing on a range of evidence:</p>	1, 3

<p>and curriculum planning in line with DfE and EEF guidance.</p> <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>Improving Literacy in KS2 (EEF guidance report)</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 any 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
Voice 21 approach used in school to improve oracy teaching and learning across all year groups for pupils with low spoken language skills	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3
All staff to refresh/retrain in RWI phonics when required to enable more staff to deliver phonic intervention where required and to continue phonic support within lessons in class.	Intervention is effective if it is targeted at pupils' specific needs. Targeted academic support EEF Studies show that if gaps in language are identified and strategies have been put into place, progress is accelerated.	1,3
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
Targeted work to raise profile of attendance and follow good practice as stated in the DFE's Working together to improve school attendance document. Senior attendance champion to set clear vision for improving and maintaining good attendance. Ensure effective systems are in	The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified . For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems.	4

place for tackling absence. Budget for covering the cost of wraparound care for disadvantaged pupils in response to exceptional circumstances that arise and could impact on attendance.		
Parent support advisor to work with vulnerable families and improve parental engagement and improving attendance.	Parental engagement has a positive impact on average of 4 months' additional progress. There are also higher impacts for pupils with low prior attainment. EEF toolkit- Parental engagement	1,2,4
Provide the opportunity for children who are experiencing emotional difficulties to use play and pastoral support to communicate and help prevent or resolve psychosocial challenges. To help them towards better social integration, growth and development. Provide support for pupils through: mentoring, play therapy, art therapy, applied therapy, ELSA, bereavement support, LEGO therapy, drawing and talking.	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. EEF – social and emotional learning	2,4
Expand use of the Dog Mentor programme in school to support pupils' well-being, reduce stress and calm them. Linden Primary now has two dogs in school.	EEF social and emotional learning 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.	2,4
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.	EEF Physical activity Evidence shows that sports participation increases educational engagement and attainment.	2,4
Give disadvantaged children the opportunity to learn a musical instrument.	EEF Arts participation Evidence shows that can have a positive impact on academic outcomes in other	

	<p>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.

2023 / 2024 academic year			
Basic characteristics – Year 6			
No on roll	Male%	Female %	Ever 6FSM%
59	53%	47%	25%
KS2 outcomes – 2023/2024			
Year 6 Reading	Number of pupils	EXP + (%)	GDS (%)
Disadvantaged	15	73% Below national	13% Below national
No Disadvantaged	44	82%	16% Below national
National		80%	33%
Year 6 Maths	Number of pupils	EXP + (%)	GDS (%)
Disadvantaged	15	53% Below national	7% Below national
No Disadvantaged	44	59% Below national	20% Below national
National		79%	29%
Year 6 GPS	Number of pupils	EXP + (%)	GDS (%)
Disadvantaged	15	47% Below national	20% Below national
No Disadvantaged	44	64% Below national	14% Below national
National		78%	37%
Year 6 Writing	Number of pupils	EXP + (%)	GDS (%)
Disadvantaged	15	60% Below national	0% Below national
No Disadvantaged	44	75% In line with national	11% Below national
National		78%	16%
Year 6 Combined	Number of pupils	EXP + (%)	GDS (%)
Disadvantaged	15	53% Below national	0% Below national
No Disadvantaged	44	52% Below national	7% Below national
National		67%	10%