

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	The Linden Academy
Number of pupils in school	487
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Cathy Barr (CEO)
Pupil premium lead	Jordan Campbell (Acting Principal)
Governor / Trustee lead	Anu Jagota

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	213,158
Recovery premium funding allocation this academic year	21,388
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	233,091

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to their full potential across all subject areas. We believe that with the correct support, all pupils can achieve their full potential, as long as the provision meets their needs, therefore, the focus of our pupil premium strategy is to support disadvantaged pupils in achieving that goal.

Our school is located in an area of high socio-economic deprivation with an above average number of pupils with English as an Additional Language and an increasing number of disadvantaged pupils. We will consider the challenges faced by all our pupils, especially the most vulnerable, and the activities outlined in this statement are intended to support their needs.

High-quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap. As well as ensuring progress for our disadvantaged pupils, this will also benefit the non-disadvantaged pupils in our school with their attainment being sustained and improved. Targeted provision through the National Tutoring Programme will support the progress of our disadvantaged pupils whose education was worst affected.

Our strategy is integral to removing barriers to learning created by poverty, family circumstance and background, whilst our wider school plans enable pupils to look after their social and emotional wellbeing and provide opportunities to develop their knowledge and understanding of the world.

Our approach will be responsive to common challenges encountered by our pupils and individual needs and we will ensure that effective teaching, learning and assessment meets the needs of all pupils through rigorous monitoring. The approaches we have adopted complement each other to help pupils achieve to their full potential. To ensure these activities are effective and successful, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge	Detail of Challenge
1	Early assessments, observations, and discussions with previous settings indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils in EYFS and KS1.
2	Assessments, observations, and monitoring suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers.
3	Assessments, observations and monitoring indicate that maths progress and attainment among disadvantaged pupils is below that of their non-disadvantaged peers.
4	Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. A higher proportion of disadvantaged pupils have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to prolonged school closures but also impacted by poverty, home life issues, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their progress, attainment and wellbeing.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate a significant improvement in the oral language skills of disadvantaged pupils.
Improved progress and attainment in reading among disadvantaged pupils.	KS2 reading outcomes in 2025 indicate that higher than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for all pupils, particularly those who are disadvantaged, is sustained in line with national averages.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained positive wellbeing of pupils, particularly amongst our disadvantaged pupils, ascertained through pupil voice, surveys and observations.

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: £66,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and effective implementation of synthetic, systematic phonics scheme Read Write Inc across the school.</p> <p>All relevant staff to receive paid-for training to ensure effective teaching.</p>	<p>The EEF states that phonics has a positive impact and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. It has been consistently found to be effective in supporting younger pupils to master the basics of reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 and 2
<p>Enhancement of our maths teaching and curriculum through embedding the White Rose programme to ensure effective implementation and teaching of mastery across all year groups.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3
<p>Purchase of standardised diagnostic assessments.</p>	<p>Through purchase of standardised assessments for English and maths, we are able to identify strengths and specific gaps in learning for individual pupils. This information is then used to inform planning and teaching and targeted interventions to close these gaps.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2 and 3
<p>Develop the quality of social, emotional and wellbeing learning, creating cohesion across the PSHE and Personal Development curriculum.</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>	5

Activity in this academic year

<p>Recruitment of a language specialist and behaviour support mentors.</p>	<p>This will help with language in the academy and literacy abilities by studying English through other languages. We will also have behaviour mentors to assist pupils who struggle to concentrate and make progress in school; these mentors will aid in this growth.</p>	<p>2,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £118,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of the Learning Village and to develop language skills and vocabulary, particularly amongst the disadvantaged pupils.</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</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to recruit a intervention teacher for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3 and 5</p>
<p>Specialised EAL and SEND interventions to further support the most vulnerable pupils.</p>	<p>Pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p> <p>From March 2020 when schools across England closed to most pupils, many pupils who use English as an Additional Language (EAL), and particularly those new to English or at the early stages of English acquisition, experienced both learning loss and language learning loss.</p> <p>https://www.bell-foundation.org.uk/app/uploads/2021/06/Language-learning-loss.pdf</p>	<p>1, 2, 3 ,4 and 5</p>

Targeted academic support (for example, tutoring, one-to-one support

Resources that encourage students' reading in the academy, with the goal of instilling a love of reading in pupils, particularly those who are disadvantaged.	Research consistently shows that access to a variety of learning materials is crucial for fostering a love of learning. This includes books, educational games, online resources, and hands-on materials.	1
Investment in laptops to support the pupils development, especially those who are PP.	Laptops provide students with opportunities to access a wide range of educational resources, online tools, and digital learning materials. This can enhance their educational experience, allowing for more interactive and personalised learning.	1,2,3,4,5

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

Budgeted cost: £48,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and wellbeing mentor providing emotional and wellbeing support on an individual and small group basis.	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Recruit a member of staff solely for attendance, and at least 40% of her time will be utilized on ensuring that PP pupils are attending school regularly.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Pupil Premium pupils will enjoy a 50% discount on trips and experiences.	School trips can provide unique educational experiences that go beyond the classroom, offering hands-on learning opportunities and exposure to real-world environments. Research shows that pupils from a disadvantaged background do not have the same experiences and so they require access to this.	5
Additional swimming lessons for disadvantaged students to help them meet the expected standard.	Regular physical activity, such as swimming, contributes to overall health and well-being. Research suggests that physical fitness is linked to cognitive performance and academic achievement, which is particularly relevant for disadvantaged students facing various challenges.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £233,091

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 2021 to 2022 academic year.

This year, GL assessments were done, which helped us to pinpoint the pupils who weren't progressing as expected and their knowledge gaps. This demonstrates that disadvantaged pupils were to be the focus of the interventions. Many of our Year 3 pupils were able to transition from phonics to the "Fresh Start" curriculum because of the intervention plans that were developed.

This year, RWI has had the most impact; thanks to the consultant's help, their content, and their CPD possibilities, our staff now feels more comfortable teaching phonics.

We may have smaller groups and intervention groups running throughout the year to serve our most vulnerable pupils since all the staff have been trained to a high degree.

According to the consultant, "the impact has been enormous, and the school's phonics provision has greatly improved." The most recent data dip in October 2022 further supports this.

Jigsaw was purchased for the PSHE curriculum; it has since been adopted throughout the academy and supports our most vulnerable pupils. This has been used to support their well-being, which has resulted in more pupils asking for help. We have councillors and medical professionals visit the academy to assist with these pupils, many of whom are from disadvantaged backgrounds. These courses have helped our pupils manage their mental health and know how and where to obtain care, if necessary, as evidenced by pupil voice.

With the help of the SOL attendance tracker, we were able to identify the pupils who needed the greatest help with their attendance and put support programs in place, which improved our attendance and decreased our PA.

The time committed from the EAL lead and their assistant to support our EAL pupils, who get morning classes for their core topics and then in-class support, has had a significant influence on our EAL pupils, who are, to a high degree, PP. The effects were felt quickly, and the pupils made excellent progress in all areas. Their phonics played a significant role in this growth.

Relationships with families have continued to improve school wide. FLO mobile phone has improved communication with some hard-to-reach families. Regular contact with families has been possible due to FLO being present on school gate before and after school. Positive impact on relationships with families, especially most vulnerable.

The Well-being team has continued to support our most difficult pupils. They have been able to give them the professional coping mechanisms to help these pupils, such as brick therapy and art therapy. The pupils, who are primarily from disadvantaged backgrounds, found this support to be helpful as is evident in the pupil voice sessions.

Externally provided programmes

Programme	Provider

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.

Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

We used 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.