

Pupil premium strategy statement – Linchfield Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

This statement details our school's use of pupil 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	306
Proportion (%) of pupil premium eligible pupils	22.22%
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 to 2027-2028
Date this statement was published	31 Dec 24
Date on which it will be reviewed	31 Oct 25
Statement authorised by	Katie Brockington/Lisa Thomas
Pupil premium lead	Susannah Millsom
Governor / Trustee lead	Chris Lincoln

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	130,060
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>	130,060

Part A: Pupil premium strategy plan

Statement of intent

At Linchfield Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We want to support all of our pupils academically, socially and emotionally to ensure that they all receive the very best start in life.

As a school we are passionate about providing an ambitious curriculum that is enriched by quality first hand educational experiences, led by staff who are confident to teach their subjects. We provide targeted interventions to close the learning gap between disadvantaged pupils and non-disadvantaged pupils and we ensure that all pupils in need of social and emotional support receive the necessary provision from our experienced pastoral team or outside professionals to allow them to thrive in school.

Quality first 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through individual intervention, for pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

- Provide an ambitious curriculum and ensure that disadvantaged pupils are challenged in their learning.
- Act early to intervene at the point need is identified.
- Maximise parental engagement to ensure that they are able to support their child effectively with their learning and to improve attendance.

- 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 number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
3	<p>Observations and discussions with pupils and families have identified social and emotional issues for many of our pupils' post school closures. These challenges have impacted our disadvantaged pupils to a greater extent than our non-disadvantaged pupils.</p> <p>Teacher referrals for support have markedly increased post pandemic. More disadvantaged pupils than non-disadvantaged pupils currently require additional support with social and emotional needs and as a result are accessing one-to-one and small group interventions from our Inclusion Team</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been continued to be impacted post pandemic to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and Maths.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment, especially during economic challenges.</p> <p>Teacher referrals for support have markedly increased post pandemic.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is usually lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2024/25 show that more disadvantaged pupils are meeting the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils are meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• the overall absence rate for all pupils being in-line with or greater than 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.• the percentage of all pupils who are persistently absent being below 8.5%

	and the figure among disadvantaged pupils being in line with their peers.
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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: £24,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. (RENAISSANCE - STAR Reading & STAR Maths)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£2,200</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>	1, 2, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Read Write Inc.)</p> <p>We will purchase resources and fund ongoing staff training and release time.</p> <p>£5,500</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our reading curriculum and the teaching of reading (including early</p>	<p>The DfE highlights the importance of reading in the following publication:</p>	1, 6

<p>reading) in line with DfE and EEF guidance.</p> <p>Fund teacher release time to attend CPD and to engage in monitoring and scrutiny activities with external professionals/ consultants (e.g. English Hub). We will also fund the costs of employing such external professionals/ consultants to work with the school and to support with teacher development and curriculum design.</p> <p>£5,000</p>	<p><u>DfE Reading Framework</u></p> <p>As a school we continue to implement a reading curriculum based on guidance produced by the EEF. The following documents inform our school improvement plan and curriculum leader action planning to ensure that we continue to make rapid and sustained progress in these areas, thus improving outcomes for our disadvantaged pupils:</p> <p><u>EEF Literacy KS1 Guidance</u></p> <p><u>EEF Literacy KS2 Guidance</u></p>	
<p>Purchase of Accelerated Reader scheme, including equipment and staffing to ensure that this can be used effectively.(Note: New compatible ipads purchased.)</p> <p>£1,000</p>	<p>Children from Years 3- 6 have books which are matched to their reading ability and their reading habits and comprehension can be monitored effectively to support with intervention. Good reading habits and a love of reading can also be effectively developed effectively.</p> <p><u>EEF Teaching & Learning Toolkit.</u></p> <p><u>Key Stage Two Literacy</u></p> <p><u>DfE Reading Framework</u></p>	<p>1, 6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access White Rose Maths resources and 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><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>4</p>

£2,000	Improving Mathematics in Key Stages 2 and 3	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>ELSA (Emotional Learning Support Assistant) Delivery and supervision</p> <p>£2,000</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> <p>Using the Emotional Literacy Support Assistant (ELSA) programme is an <i>evidence-informed</i>, nationally recognised approach to supporting children and young people with a range social and emotional needs.</p>	5
<p>Educational psychologist (Futures in Mind) provides direct work with pupils as well as staff CPD to support with classroom practice, interventions and personalised approaches to develop skills of staff across the school. There will also be direct work with parents as part of this process and in addressing any barriers to learning.</p> <p>£5,000</p>	<p>Approximately 80% of the pupils who receive educational psychologist support are disadvantaged.</p> <p>Educational psychologist involvement has been proven to support with addressing barriers to engagement within the classroom and ensure that continue to make good progress.</p> <p>EEF SEND In Mainstream</p> <p>EEF Behaviour Guidance</p>	3, 4, 5, 6
<p>Senior Leadership Team to support class teachers with Pupil Progress Meetings to ensure pupils, particularly those who are disadvantaged, are</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>	2, 4

<p>highlighted early and planned interventions are implemented.</p> <p>We will purchase resources and fund release time for teachers.</p> <p>£2,000</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>Interventions need to be targeted and well planned to be successful.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £31,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>£5,200</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>In 2020, the Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months. The result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p>	1, 4
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact on pupils,	2

<p>disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>One-to-one Phonics Tutoring (Read Write Inc)</p> <p>£6,000</p>	<p>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>Ruth Miskin Literacy Inc. effects sustained, systemic change in districts and schools to teach every child to read and write regardless of background, language or needs. By having staff dedicated to teaching RWI 1-2-1 for those that need extra support will enable those children to access a significant amount of progress in a short period of time.</p>	
<p>Provide targeted interventions for pupils across Key Stage 1 and Key Stage 2. A proportion of the pupils who receive interventions delivered by experienced teachers and teaching assistants will be disadvantaged, including those who are high attainers.</p> <p>£20,000</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>	4

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

Budgeted cost: £75,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p> <p>£1,660</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>£6,000</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Inclusion Team to manage and coordinate pastoral provision within the school to ensure that all pupils, particularly those who are disadvantaged, receive the support they need to enable them to thrive in school.</p> <p>£30,000</p>	<p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Children can only learn when they are in the mindset to do so, children in emotional crisis will struggle to achieve. The research by the EEF clearly shows a link with a strong pastoral programme and successful confident learners and outcomes for children.</p> <p>EEF Guidance Supporting Parents EEF Social and Emotional Learning Toolkit EEF Behaviour Guidance</p>	3, 4, 5, 6
<p>Inclusion Team to develop The Hub to ensure that all pupils, particularly those who are disadvantaged, have a calm and safe space to receive social and emotional support.</p> <p>We will fund wellbeing resources to develop The Hub.</p> <p>£10,000</p>		
<p>Subsidise school trips and wider experiences for children to ensure that these are affordable for parents and are therefore able to take place regularly as part of curriculum enrichment.</p> <p>Subsidise instrumental tuition for pupils within school.</p> <p>Subsidise school uniform for pupils within school.</p> <p>£25,000</p>	<p>Research and evidence demonstrate that disadvantaged pupils lack many of the opportunities available to those who are not disadvantaged. This can be due to both financial and environmental factors. The school looks to 'level the playing field' within this respect and provide all pupils with a wide range of experiences that they can draw upon in learning and develop a deeper understanding of the world around them.</p> <p>EEF Behaviour Guidance EEF Social and Emotional Learning Toolkit OFSTED Inspection Handbook</p>	1, 3, 4, 5, 6

<p>Provide a greater range of after school/ extra-curricular activities/ clubs for children in KS1/ KS2.</p> <p>£1,500</p>	<p>Percentage of cost of staffing funded through PP and up-take of clubs by disadvantaged pupils will be monitored to provide evidence and impact. Research shows that disadvantaged pupils have limited opportunities in comparison to their peers and will therefore be given priority access to some clubs where spaces are limited.</p> <p>EEF Behaviour Guidance</p> <p>EEF Social and Emotional Learning Toolkit</p>	3, 5, 6

Total budgeted cost: £130,060

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was variable in key areas of the curriculum and was below national, although a large amount of progress has been made to lessen the gaps.

Our assessment of the reasons for these outcomes points primarily to the ongoing Covid-19 impact and the economic downturn within our pupil premium children, which disrupted all our subject areas to varying degrees especially the foundation subjects and the lack of school trips to support the curriculum.

As evidenced in schools across the country, repeated school closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This has improved significantly with all attendance being monitored and parental contact with those that need it.

Overall attendance in 2022/23 was higher than in the preceding year. A greater emphasis has been to ensure that all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by COVID-19-related issues, however with all of the intervention in school, this is getting better. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
School Led Programmes	Internal Trainers
Star Assessment	Renaissance
Accelerated Reader	Renaissance
Times Tables Rockstars	Maths Circle Ltd.

Read Write Inc	Ruth Miskin
Reading Intervention	Bookmark

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Service Children in the school have been given ELSA support.
The impact of that spending on service pupil premium eligible pupils
The family have been given sessions to help with their emotional support.