

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	294
Proportion (%) of pupil premium eligible pupils	24.8%
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)	2025-2026 to 2028-2029
Date this statement was published	31 Dec 25
Date on which it will be reviewed	31 Dec 26
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	111,610
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>	111,610

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 have 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 has 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 can 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.
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	Attainment gaps between Pupil Premium and non pupil premium in Reading, Writing and Maths
4	Poor mental health of disadvantaged children and families
5	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.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is usually lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress

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.
Disadvantaged pupils' progress improves in all year groups in Reading, Writing and Maths	KS2 Reading, Writing and Maths outcomes in 2026/27 show that more disadvantaged pupils are meeting the expected standard.
Quality first teaching in all classrooms, considering principles of effective classroom practice	Quality assuring processes identifies that all pupils experience lessons that enable at least good progress to be made, in line with their individual needs.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2026/27 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 2025/26 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.

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: £39,500

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>£2,500</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, 3
<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>£6,000</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>Coaching support for staff in continuing to develop QFT for pupils including release time for coaching to take place.</p> <p>£6,000</p> <p>Quality first teaching in all classrooms, considering principles of effective classroom practice.</p>	<p>Mentoring and coaching can be an important source of support, particularly for early career teachers. These develop QFT practices and improve teacher retention.</p> <p>EEF - Special needs in Education guidance report.</p> <p>EEF - Metacognition (+7 months impact)</p>	4

£7,000		
<p>TAs/HLTAs directed to provide additional capacity to support disadvantaged children to close attainment gaps.</p> <p>£10,000</p>	<p>EEF Toolkit - Teaching Assistant Interventions - Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. EEF - Making Best Use of TAs guidance report. EEF Toolkit - Small group tuition +4 months impact. DfE - School Led Tutoring Guidance +4 months impact.</p>	4, 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>£5,500</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, 5, 6
<p>Senior Leadership Team to support class teachers with Pupil Progress Meetings to ensure pupils, particularly those who are disadvantaged, are highlighted early and planned interventions are implemented.</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>	2, 4

<p>We will purchase resources and fund release time for teachers.</p> <p>£2,500</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: £36,200

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>£5,700</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, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in</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</p>	2

<p>collaboration with our local English hub.</p> <p>One-to-one Phonics Tutoring (Read Write Inc)</p> <p>£6,500</p>	<p>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>£22,000</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>	3
<p>Purchase of Times Table Rock Stars to strengthen multiplication fluency and rapid recall of times tables, providing structured practice and adaptive learning to close gaps and raise attainment in mathematics.</p> <p>£2,000</p>	<p>The EEF's report Improving Mathematics in Key Stages 2 and 3 states: "Pupils should master basic mental arithmetic – addition, subtraction, multiplications and division – and be able to recall their times tables quickly. Those who don't may well have difficulty with more challenging maths later in school."</p>	3

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

Budgeted cost: £35,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued regular CPD for the whole staff on behaviour management and anti-bullying approaches with the aim of sustaining the school ethos and improving behaviour across school. £2,500	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 4
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. £20,000 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. We will fund wellbeing resources to develop The Hub/Hubble areas. £5,000	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. EEF Guidance Supporting Parents EEF Social and Emotional Learning Toolkit EEF Behaviour Guidance	4, 5, 6
Contingency fund for acute issues. £1,410	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.	
Attendance champion to track and monitor attendance (weekly), hold reviews and home visits in line with the	DfE Improving school attendance: support for schools and local authorities' guidance.	6

<p>implementation of school and Trust policies.</p> <p>Also challenges poor attendance and lateness and provides strategies to support parents in improving.</p> <p>£1,000</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Funding of Educational Psychologist to:</p> <ul style="list-style-type: none"> -Assess children's learning and development needs. Create and implement interventions that support educational, social, behavioural, and psychological development. -Consult with teachers, parents, and other professionals to create a wholly supportive environment in which all children can reach their full potential <p>£3,000</p>	<p>EEF - SEL interventions (+4 months impact)</p> <p>EEF - Behaviour interventions (+4 months impact)</p> <p>EEF - Special needs in Education guidance report</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>£2,000</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</p> <p>EEF Social and Emotional Learning Toolkit</p> <p>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>£1,000</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>	<p>3, 5, 6</p>
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Total budgeted cost: £111,610

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcomes	Impact
Improved oral language skills and vocabulary among disadvantaged pupils.	Improving oral language and vocabulary has a significant positive impact on disadvantaged pupils, influencing academic achievement, social development, and long-term life outcomes.
Improved writing attainment for disadvantaged pupils at the end of KS2.	56% of disadvantaged pupils finished KS2 working at or above age-related expectations.
Improved reading attainment among disadvantaged pupils.	67% of disadvantaged pupils finished KS2 working at or above age-related expectations.
Improved maths attainment for disadvantaged pupils at the end of KS2.	56% of disadvantaged pupils finished KS2 working at or above age-related expectations.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Disadvantaged pupils have received ELSA support and wellbeing check-ins, depending on individual needs.</p> <p>Identified pupils have accessed ELSA interventions and daily or weekly wellbeing check-ins as part of targeted emotional support. Teachers reported that pupils who engaged in ELSA or regular check ins showed positive improvements in their overall wellbeing and engagement within school.</p>

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	During the year, our provision for service children included both pastoral and intervention support to promote wellbeing and academic progress. Where necessary, pupils also accessed targeted ELSA sessions and check ins to develop emotional literacy and resilience.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils shared they felt understood and supported. Teachers observed noticeable improvements in pupils' wellbeing, focus, and engagement in class. Informal and

	formal assessments also showed measurable progress in key subject areas where targeted interventions were provided. Overall, pastoral and academic support helped service children to feel more settled in school, resulting in positive outcomes both emotionally and academically.
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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