

Pupil premium strategy statement – Linthwaite Clough J, I and EY School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. We support any family that we believe to be disadvantaged, not just those on free school meals. With the cost of living crisis and after affects of COVID, more and more families are sharing their concerns, financial and otherwise. If you believe your child could benefit from support outlined in our strategy, please do not hesitate to get in touch with school.

This document outlines the aims and actions of our strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year. We also welcome ideas from families as to how we may be able to help. For example, we work closely with the Uniform Exchange and can supply uniform, winter coats and warm clothing. Whilst this is not part of our financial strategy it is an important element to the holistic approach we have to support everyone we can.

School overview

| Detail | Data |
|--|--------------|
| Number of pupils in school | 278 |
| Proportion (%) of pupil premium eligible pupils | 18.35 |
| 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) | 2023-24 |
| Date this statement was published | November 23 |
| Date on which it will be reviewed | April 24 |
| Statement authorised by | Nikki Barker |
| Pupil premium lead | Nikki Barker |
| Governor / Trustee lead | TBC |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £61,110 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £6525 |
| 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> | £67,635 |

Statement of intent

Our pupil premium strategy has a single important thread running through it:

To improve outcomes and life experiences for all children regardless of their social, economic background and ability.

A review of our current pupil premium policy evidenced which of our strategies were effectively working towards improving outcomes for disadvantaged children; especially those with SEND. These include:

- Improving high quality teaching
- Ensuring staff have high expectations of all children, regardless of their ability
- Making effective assessment of the needs of children for quick intervention
- Having a rich, ambitious curriculum that allows for cultural development and experiences beyond the school gates
- To prioritise wellbeing and mental health to ensure all children are in the right place to learn the minute they come into school
- Having a whole school approach to 'Shaping a Learning Culture' for all members of our school community
- Engaging with the wider community and families to ensure the home-school relationships are not only supportive but bring in the skills and inspiration from a breadth of local people

The activities in this statement are also intended to support the needs of vulnerable children, regardless of whether they are disadvantaged or not.

Pupil premium and phonics

Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.

It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Emotional wellbeing creates a barrier to children being open to learning. Levels of anxiety in school and reported from parents at home have increased. The number of children reporting to be feeling low and struggling to concentrate and focus has also increased. |
| 2 | Complexity of children's needs – including those with additional needs – not being met due to lack of resources and funding. Areas for development in send/disadvantaged provisions highlighted in observations, learning walks and Ofsted report. |
| 3 | Low to moderate absences, including term time holidays, regular illness and persistent lates. Non-disadvantaged attendance is 94.7 in comparison to disadvantaged at 91.7 |
| 4 | Assessment and observations of children show disadvantaged children are making less progress than their non-disadvantaged peers in WRM Data evidences a 23.4% gap for KS1 and a 19% gap in KS2 in attainment between non-disadvantaged and pupil premium children. |
| 5 | Our internal assessment and statutory assessment show that disadvantaged children have greater barriers to reading than non-disadvantaged. Having books at home, enjoying reading and being encouraged to choose appropriate books that they will enjoy are a challenge. |
| 6 | Lack of access to IT at home creates a barrier for children accessing phonics games and homework set. Children that do not have access to a laptop, Ipad etc show slower progress in reading and phonics than those that regularly use IT to support their learning at home |

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 |
|--|--|
| <p>1. Children feel more able to regulate their emotions independently, or talk more openly to an adult for support. Children are showing a willingness to have a go and be more resilient in persevering at tasks</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Training for Emotional Literacy Support and Advice assistant completed A specific area dedicated to ELSA session timetabled Children observed as showing signs of improvement in their learning behaviours Data evidences high, improved outcomes for children</p> <p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from children’s voice, children and parent surveys and teacher observations • a significant reduction in Emotional based school avoidance • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| <p>2. Teachers have a deeper understanding of Quality First Teaching, achieving the teacher standards and the graduated approach</p> | <p>Adaptations in classrooms evidence teacher’s ability to meet needs Children’s outcomes evidence academic achievements for disadvantaged are meeting those that are non-disadvantaged</p> |
| <p>3. Attendance in school is equal to or better than national averages and local authority average</p> | <p>Children with persistent lates are in school on time and learning – improvements in reading and phonics shown in assessment and tracking Term time holidays are reduced Parents are fully engaged in their children’s education</p> |
| <p>4. The gap between attainment and achievement between disadvantaged and non-disadvantaged greatly reduces.</p> <p>Ensure all pupils can access the best possible teaching;</p> | <p>Staff training in writing IEPs completed Staff knowledge of PP children improved through parental engagement Assessments evidence improved outcomes and better retention of knowledge for children eligible for PP and those regarded by school as disadvantaged Relationships with families secure and supportive</p> |

| | |
|--|--|
| <p>5. All children, regardless of background, have equal access to high quality reading materials that are age and ability appropriate – supportive and challenging</p> <p>All children are making progress that is positive in reading compared to their own starting point</p> <p>Children are requesting books from little known authors – through the learner’s voice book</p> | <p>Reading outcomes for disadvantaged children are equal to their non-disadvantaged peers</p> <p>Attainment levels are increased to close the gap between disadvantaged and non-disadvantaged</p> <p>Children’s voice evidences an increase in reading for pleasure</p> <p>The new to you fee book shop is sustained and visited by disadvantaged and non-disadvantaged alike.</p> |
|--|--|

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: £ 18500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Open the 'New to You book shop giving all children the opportunity to have books at home to read.</i> | So, a key way to improve comprehension is for pupils to read a lot and to listen to and talk about texts read to them. Pg 74 reading framework | 1,5 |
| CPD in reading for understanding from English consultant | EEF improving reading in school Training with LA quality assured consultants ensures we get the very best support and CPD for teachers. Follow up sessions and gap tasks support effective implementation and secures any learning | 1, 2, 4, 5 |
| Continued development and embedding of Bug Club Phonics | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Connections to the English Hub support our decision making and funding through grant money for resources | 2,4,5 |

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

Budgeted cost: £ 45,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| CPD on writing IEPs and additional needs | EEF improving SEND provision | 2,4,5 |
| Promote positive relationships, active engagement, and wellbeing for all pupils; | https://dztic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1700802782 | 1 - 5 |
| Friday breakfast club, children that have improved their punctuality over the week – have no lates from previously being persistently late | Whilst not directly related to our targeted breakfast club, we have drawn evidence from https://www.gov.uk/government/news/thousands-more-children-to-benefit-from-free-breakfast-clubs that eating a healthy breakfast improves children’s outcomes and linked this to being an incentive to children and parents to arrive on time. | 1, 3 |

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 4135

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Continue to develop our attendance policy, with governors and families | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://educationinspection.blog.gov.uk/2023/11/16/improving-school-attendance/ | 1, 3 |
| Parental workshops for supporting children’s learning – phonics, reading, CCL | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 1,2,3,4,5 |
| Provide IT equipment to families that do not have access to suitable devices | https://dztic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=1700816445 | 6,5, 2, 4 |
| Provide support through the uniform exchange to ensure all children are dressed warmly and appropriately for school, giving children self esteem and a sense of place | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Working with families in crisis and building strong, supportive relationships can be key to all children making progress, not just those that are disadvantaged. It also allows school to identify those families that do not necessarily meet any specific levels for FSM etc. | 1-6 |

Total budgeted cost: £ 67635

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school's tracking system, Integris, is used to identify where strategies have been successful and children have made good or better progress. We can also quickly identify those that require additional support. The time spent improving the system and recording accurate figures, alongside challenges and barriers gives a full picture for analysis. All teachers have attended training on the effective use of Integris

We continually review our strategies in line with new cohorts and evidence. Our strategies in improving wellbeing and decreasing emotional based school avoidance have been very successful. 100% of year 6 pupils suffering EBSA achieved in their SATS in 2023.

Other strategies, such as continuing to implement new phonics scheme, will show more progress and better outcomes for this year.

The provision of IT equipment means children can access learning at home, which is improving their confidence and ability to apply their learning.

Engagement in the National Tutoring Programme, with school staff as tutors, shows accelerated results in reading and phonics; parents reports their children are reading more at home and requesting books for Christmas, evidenced a fresh love of reading.

Books bought for disadvantaged children at our termly book fair have increased. Along with this, parent (of disadvantaged children) are now attending the fair with their children to buy books.

All disadvantaged children had access to educational visit and our year 6 residential. This provided equality and the development of personal and culture attitudes to the wider world around them. 100% of disadvantaged children attended educational visit. The number of pupil children attending out of school clubs is comparable to non-disadvantaged. 31% non-disadvantaged and 38% disadvantaged.

A recent restructure in staff has led to a review of intervention timetables and CPD required. Time to talk, five-minute box and sensory interventions improved confidence in children's oracy and ability to access learning.