Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 2022-23 (Sept 2022)
School name	Linslade
Number of pupils in school	568
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	1st Review July 2022 2nd Review Sept 2022 3rd Review July 2023
Statement authorised by	Mark Gibbs
Pupil premium lead	Paul Edwards
Governor / Trustee lead	Jeff Hooper - until July 2022 TBC

Funding overview

Detail	Amount 2022-23
Pupil premium funding allocation this academic year	£84,092
Recovery premium funding allocation this academic year	£11,020 (2021-22 figure)
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	£95,112

Part A: Pupil premium strategy plan

Statement of intent

Our school intent is that all pupils make good progress and achieve high standards, irrespective of their background or any challenges that they may face either within or outside of the school environment. This fits seamlessly with our school intent of creating an aspirational bridge for the future and a window into the wider world. We want to ensure that our PP students leave Linslade proud citizens and fully prepared for the next chapter of education.

The primary aim of our PP strategy is to support all our disadvantaged pupils, irrespective of their prior achievement at key stage 1, to achieve the highest possible standards at Key stage 2 and when they leave us at year 8 and beyond. The strategy outlined in this plan will not only benefit the children identified as Pupil Premium, but also will have a positive affect on the attainment of all our children.

Our approach is individualised and based on data and dialogue with our students not on assumptions about disadvantaged children. The approaches that we are taking as a school will compliment each other to ensure that our children thrive and achieve the best possible outcomes. To this end we will:

- Ensure that our disadvantaged children are challenged in the work they are set
- Early intervention both academically and pastorally when the need is identified
- Adopt a whole school approach where every member of staff is invested in ensuring the best outcomes for disadvantaged children.

Quality first teaching is the key ingredient to improve the outcomes for all children and is at the heart of our whole school teaching and learning focus. To enhance the QFT we run weekly 'Bright Spots' sessions for teachers, 6 twilight (Walkthrus) sessions on improving teaching as well as training days, staff meetings, head of department meetings and subject meetings. Staff are also supported to involve them self in pertinent CPD throughout the year. The school runs a robust schedule of monitoring and evaluation to showcase the QFT that is being delivered in the classroom.

Our strategy also includes plans to support quality first teaching through a range of tutoring and intervention programmes. We are embracing the National Tutoring Programme as well as using our COVID Recovery and Pupil Premium funding to run a range of in school and after school intervention lessons in English and Maths. These include the use of external tutors as part of the NTP, our own Pupil Premium mentor and members of staff to deliver these sessions. The sessions range from 1 to 1 tuition to small group learning.

We are also taking part in the Raising Attainment of Disadvantaged Youngsters programme (RADY). This initiative looks at how we can provide equity for our PP

children, both academically and pastorally. Academically we have raised the 'Pathways' of a number of our Key Stage 3 PP children to a higher pathway so as to mirror the profile of the cohort as a whole. The children therefore receive more challenging key performance indicators for them to strive towards. Pastorally we are monitoring the level of engagement of our PP children in all the wider aspects of school life and encouraging them to take up opportunities such as EPIC leaders, school council, peripatetic music tuition, extracurricular clubs. Our goal is that the percentage of PP children involved in these activities is at least as high as the engagement of non PP children.

Challenges

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

Challenge number	Detail of challenge
1	Academic performance is below that of non-disadvantaged children. This is continued throughout the school. Our data from lower schools shows an attainment gap on arrival which is continued into key stage 2 SATS and our Pathway colours in KS 3.
2	Reading ages of PP children being below that of non PP children. Parental support with reading at home.
3	Access to technology at home, Communication with our PP families shows us that a number of our disadvantaged families do not have or are able to access technology and the internet access at home.
4	Attendance – analysis of the data shows that our PP attendance is below that of the cohort as a whole. A vast number of studies have shown the link between school attendance and pupil outcomes.
5	Access to appropriate places to work and support at home. Communication with children has highlighted the issue around suitable workspace at home and support with work from home.
6	Conversations with the PP learning mentor and observation by staff has shown us that for many PP children having the correct equipment required for school is an issue, with many items missing.
7	Participation in wider school life, opportunities within school and the ability to attend extra-curricular opportunities. Our tracking of PP children has shown us that historically PP children are underrepresented in these areas compared to the wider school community limiting cultural capital experiences.
8	Increasing parental / career involvement in the education of their child. Many parents of PP children have proved to be hard to reach and engage in the learning of their child due to their own misconceptions and experiences of learning.

9	Ensuring positive mental wellbeing for our PP children, feeling happy to come into school and being in the right mental frame of mind to work to the best of their ability.

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
Academic performance of disadvantaged children at similar level or higher level compared to non disadvantaged children.	Analysing School Performance - Key Stage 2 SATs data shows no significant difference between the performance of our PP and non PP children. SOAP RAG percentages are of similar for disadvantaged to no disadvantaged
Narrowing of the reading gap in reading ages between NON PP and PP children Foster a love of reading Purchase of reading materials to support the PP children with their AR and for their small group reading interventions.	Improvement in Reading ages AR data More library books borrowed from school library.
That lack of technology at home does not hold back the learning and progress of PP children.	All PP children have the required access to technology and the internet at home so as to be able to complete their home learning tasks.
That PP are regularly attending school, participating fully in the lesson.	PP attendance is inline with the school target of 97% and persistent absence is below national average for schools with the same level of deprivation.
That all children have a suitable place to complete their independent learning.	That every child has a suitable place at home or at school where they can complete their independent learning, with access to all that they need to complete it.
That lack of equipment does not prevent a PP child from learning opportunities or participation in wider school life	That every PP child has the recommended school equipment as highlighted in the Linslade Learning Tool kit. We will remove barriers to learning so that every PP child has the opportunity to participate in all aspects of whole school life.
Disadvantaged children having similar opportunities and encouraged to attend extra curricular clubs	% of disadvantaged children at clubs and on trips in line with or above % in school

To get parents more involved in the education of their child(ren), and to participate fully in the wider aspects of the school.	To ensure that the school has made contact with every single PP parent at least once every half term. Increased parental engagement at parents evenings. To encourage PP families to attend other school events. PP work showcase
To support the Wellbeing of our PP children Breakfast club and after school club Both during their time at Linslade and supporting their transition from Lower school and then in their future journey to upper school. Provide opportunities for PP families to visit and meet key staff at upper school.	Undertake a wellbeing survey to monitor the wellbeing of our PP children, that they feel supported and as happy as non PP. All PP children who would benefit from attending are encouraged to join breakfast / after school club.
Build on cultural capital By ensuring access to the curriculum and extra curriculum provision	Providing a window - raising awareness of the diverse wider world

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Mentor	Our PP mentor is involved in all aspects of the school life of our PP children. They run interventions in English and Maths that have had in previous years a positive impact on pupil outcomes. They contact home and speak to the children regularly to check that the children have access to technology and working spaces at home. Running a HW club to support those who need it. Equipment is purchased to support the learning of PP children.	1,2,3,4,5,7, 8, 9
Teaching assistants	Teaching assistants enhance the learning within the classroom supporting the children to understand the task and give prompts and guidance on how to complete it. This approach means that children can have 1:1 or small group support without being out of the classroom and therefore potentially missing the teacher input.	1, 2
Librarian	To support children with their reading. Supporting PP children with their reading, administering AR and assisting them to select appropriate books	2
CPD Training	Developing the levels of understanding / expertise of key practitioners so that they can best support all our children including our PP children. Targeted courses to support a bespoke programme for individual members of staff Pay annual subscriptions to support children's learning	1, 2, 4
Parental engagement programmes	Sessions with parents on how to support home study Provide study guides to support their children.	1, 8

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

Budgeted cost: £25,000 *(Provisional at time of writing report)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in the National Tutoring Programme	1 to 1 and small group tuition is a proven method for accelerating the progress of children's learning.	1, 2
PP Tutor supporting children 1 to 1, small groups, in and out of lessons.	1 to 1 and small group tuition is a proven method for accelerating the progress of children's learning.	1, 2
Purchase of books for accelerated reader that are targeted towards our PP children	Reading is acknowledged as the single biggest determining factor for improving academic outcomes for children.	1, 2
Support for learning and targeted interventions	After school tuition	1, 2
Transition Projects	To support the transition of our children removing all barriers to learning	1,

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pay towards children's attendance on school trips	Allows children to access opportunities that without support they would not normally have been able to attend.	1,4,5,7,9
Paying for children to participate in peripatetic music lessons	Supports child's wellbeing be involving them in an activity they enjoy	9
Purchase of school equipment / resources	Improves attendance as children do not miss school to avoid certain situations. Assists children in attending extra curricular opportunities as it has been reported back to us that some children have not attended clubs due to not having the required equipment. Supports the wellbeing of children	4, 7, 9

Intervention staffing and other support	EWO PSO	4, 5, 7, 8

Total budgeted cost: £ *51,634*

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.

Our internal assessments and data showed that as a group our disadvantaged learners did not perform as well as our non disadvantaged learners, this continued the trend of previous years. Our evaluation of this is partly due to the disrupted nature of the pandemic we were unable to fully implement our new strategies for closing the attainment gap and therefore saw our current picture replicated.

We did however manage to make positive moves forwards since Sept 2020 in the following areas:

- Using the government scheme we were able to make sure that all PP households had a lap top / Chromebook and connection to the internet.
- We have undertaken whole school training as part of the RADY scheme as well as training from SLT.
- We have uplifted the Pathways of PP children in Key Stage 3 to be comparable to those of non PP children.
- Instigated a range of 1to1 and small group intervention in English and Maths to enhance the learning of our PP children
- Raised the awareness of equity for PP children which has seen their participation rates in wider school life begin to rise
- Supported with uniform – set up uniform exchange – and purchased equipment to allow full access to the school curriculum and extra curriculum

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RADY	Challenging Education
Accelerated reader	Renaissance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N / A
What was the impact of that spending on service pupil premium eligible pupils?	N / A

Further information (optional)

- Chrome books to disadvantaged children –
- Uniform / Equipment eg – pencil cases, calculators, given out to children as required
- RADY training
- Year 5 & 6 Showcase of childrens work to parents
- Data Uplift KS 3
- PE lead training in Bright Spots
- Raised awareness – equity v equality
- PP spreadsheet – tracking children
- Targeted for summer school
- Phone calls home for school events – eg Parents Evening
- Interventions targeting PP
- PP PE club Friday after school lead by TC & TW
- TW has built excellent relationship with vast majority of parents –
- Targeted emails to PP families re events
- HW club
- Tracking clubs, trips – participation
- All Yr 6 PP children had an individual mentor
- Book Fair - £10 voucher to PP children for them to spend at the book fair
- Monitoring number of books borrowed from the library – conversations with those who have not taken books out
- Accelerated Reader

Planner future developments:

- Continue to work on attendance at parents evening / school events
- Continue to build on reading with PP children – Working with families
- Develop individual pupil profile
- PP children individual mentors – roll out to yr 5 - then in future KS 3
- Aim for equality of numbers extra curricular PP v Non PP
- Reinstigate trips – Eg university trips
- Ex pupils as guest speakers