

Pupil premium strategy statement – Linaker Primary School

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	363
Proportion (%) of pupil premium eligible pupils	35.7%
Academic year/years that our current pupil premium strategy covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mark Cuncliffe
Pupil premium lead	Mark Cuncliffe
Governor / Trustee lead	Gary Dicker (LAC)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£111020

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is that every disadvantaged child at Linaker Primary School attains strong academic outcomes, secures the foundational skills required for secondary school and life and enjoys full access to the cultural, social and pastoral opportunities of school life so that gaps in attainment, attendance and personal development between disadvantaged and their peers are eliminated.

How this strategy works towards those objectives

- We will use the DfE Menu of Approaches (Tier 1: High-Quality Teaching; Tier 2: Targeted Academic Support; Tier 3: Wider Strategies) to structure spending and activity so that the majority of funding strengthens high-quality, inclusive classroom practice and targeted, evidence-based interventions for identified children. Activities will be linked explicitly to assessment, implemented with clear success criteria and monitored for impact.
- We target resources to address the barriers identified in our school context.
- Progress will be monitored through the school's assessment systems, attendance tracking and termly evaluation of interventions, with local academy councillors holding leaders to account.

Key principles

- Evidence-led: we prioritise approaches with strong education research support (primarily Education Endowment Foundation guidance and reviews), adapting for our context in Southport with high EAL and SEND needs.
- Early identification and timely intervention: robust diagnostic assessment to identify whether difficulties are in decoding, vocabulary, comprehension or other areas, and to target intervention accordingly.
- Quality first teaching first: invest in CPD, curriculum clarity and subject leadership so disadvantaged children access consistently strong classroom teaching.
- Targeted, high-impact interventions: develop and deliver small group or one-to-one tuition where necessary, aligned closely with classroom learning and led by trained staff.
- Holistic support: combine academic support with targeted attendance work, family engagement that is accessible for EAL families, and social/emotional support to remove non-academic 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	Attendance and persistent absence (PA) remain a barrier for disadvantaged and SEND children. Although disadvantaged attendance has improved to 94.1% currently (above last year), PA for disadvantaged is 24.1% (improved but still high) and SEND PA is 23.4% — both historically above national averages and negatively affecting progress.
2	Reading weaknesses: disadvantaged children show greater difficulties in reading (phonics gaps, fluency and comprehension). Phonics pass and reading outcomes for disadvantaged/Y1 and KS2 show gaps with LA/national benchmarks and with peers.
3	Writing: disadvantaged pupils (and boys) underperform in writing across phases; Y6 disadvantaged writing expected 58.6% and 0% achieved combined greater depth; EYFS/early writing development for disadvantaged and SEND is uneven. (School data)
4	Mathematics and numeracy: disadvantaged pupils show greater difficulty than their non disadvantaged peers, in developing mathematical skills and knowledge.
5	High EAL population and language/literacy barriers at home reduce the effectiveness of home support. Around 36% of intake EAL (approx. 15 languages spoken) plus parental language/parenting skills barriers mean families need accessible, culturally-sensitive engagement to support learning at home.
6	Social, emotional and behavioural needs adversely affect many pupils (including disadvantaged) and sometimes reduce engagement at social times; some staff need improved behaviour management support; wellbeing needs (SNUG provision) are important but further capacity and structured SEL work is required.
7	Limited cultural capital and enrichment access: disadvantaged pupils have fewer high quality cultural and enrichment experiences, limiting vocabulary, background knowledge and aspiration. (School data + national evidence shows enrichment can support outcomes)

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
1. Sustained improvement in attendance and reduction in persistent absence for disadvantaged and SEND children	- Disadvantaged children's overall attendance improves and PA figure is reduced. - SEND attendance at least equal to cohort average and SEND PA reduced within 2 years. - Termly reduction in number of children in PA category and fewer home visits/referrals to external agencies for attendance. (Monitored via attendance dashboards and DfE returns.)
2. Improved quality and consistency of teaching across Nursery→Y6 with accelerated progress for disadvantaged pupils	- Lesson monitoring and external QA show 'secure' delivery of the revised curriculum in all phases. - Disadvantaged progress measures improve narrowing the gap between disadvantaged children and their non disadvantaged peers. - Staff CPD completion and demonstrated classroom implementation (learning walk evidence, pupil book studies).
3. Improved reading outcomes for disadvantaged pupils (phonics, fluency, comprehension)	- Y1 phonics: disadvantaged pass rate reaches at least LA average within 2 years. - By the end of each key stage, the disadvantaged reading gap vs peers narrows - KS2 disadvantaged % at ARE increases over time. - Increase in measures of fluency (oral reading frequency) and benchmarked reading ages.
4. Improved writing outcomes for disadvantaged pupils	-Increased proportion of disadvantaged pupils meeting expected standard in writing across KS1/KS2 cohorts -Closing of the gap between disadvantaged pupils and their non disadvantaged peers (measured by internal and statutory tests).
5. Improved maths attainment and fluency for disadvantaged pupils'	-Increase proportion of disadvantaged pupils meeting expected standard in maths -Increased fluency/number-facts recall (measured by White Rose/ Mastering Number / internal arithmetic checks and Y4 MTC outcomes).
6. Increased parental engagement among EAL and disadvantaged families that supports learning at home	- Attendance at targeted, accessible parental events (translated materials, flexible times) increases year-on-year for identified families. - Uptake of home-learning resources and attendance at early-years home support

	increases; qualitative parent feedback indicates improved confidence engaging with child's learning.
7. Improved social, emotional and behavioural outcomes for disadvantaged pupils	- Reduction in recorded behaviour incidents at break/lunch/social times for identified pupils by within 12 months. - Fewer exclusions; increased use of proactive pastoral interventions (SNUG support, ELSA interventions) with clear impact on readiness to learn. - SEL measures (internal surveys, Boxall/profile outcomes) show improved self-regulation and wellbeing for targeted children.
8. Expand cultural capital and enrichment access for disadvantaged pupils	-All disadvantaged pupils take part in at least 3 major cultural/curriculum enrichment experiences per year (school trips, in-school visiting artists, music/Drama projects). -Measured improvements in pupil voice responses.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,445.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement structured whole-school systematic synthetic phonics (SSP) review and matched decodable reading books; train all staff in SSP and diagnostic use of phonics assessment.	Phonics is a high-impact, low-cost approach: the EEF Teaching & Learning Toolkit shows phonics can deliver +5 months on average; guidance emphasises systematic SSP, frequent sessions and matched decodable texts Education Endowment Foundation: Phonics .	2, 3
Whole-school CPD programme on implementing a knowledge-rich curriculum, explicit vocabulary instruction, oracy and retrieval practice; release time for subject	EEF guidance highlights that high-quality teaching and curriculum design are the most effective levers for disadvantage; explicit vocabulary and oracy raise comprehension and support EAL learners EEF Guide / Teaching &	2, 3, 4, 5

leaders to embed knowledge organisers and run pupil book studies.	Learning Toolkit; Improving Literacy guidance referenced in EEF reading guidance (see Reading guidance and guidance reports). Also aligns with DfE Menu Tier 1. (See EEF reading catch-up evidence: reading comprehension approaches are effective) EEF Interim Evidence Brief: Reading at the Transition .	
Implement core guided principles for teaching and learning across the curriculum.	EEF emphasises the centrality of high-quality teaching and the value of teacher coaching and professional development to improve classroom practice (see Teaching & Learning Toolkit and guidance on implementation). Practical coaching improves teacher practice and benefits disadvantaged pupils. [Education Endowment Foundation guidance materials; A School's Guide to Implementation on EEF site].	2
TLRs/leadership time for reading, SEND and attendance leads; professional development for TAs in delivery of high-quality small group tuition and phonics	EEF guidance: targeted professional development and structured deployment of TAs increases impact when TAs are trained to deliver specific programmes and tied to classroom work [EEF: Making Best Use of Teaching Assistants / Small Group Tuition evidence]. (See also the EAL in the Mainstream trial for teacher training benefits for EAL pupils) EEF project: EAL in the Mainstream Classroom .	2, 3, 4, 5

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

Budgeted cost: £21,850.0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for disadvantaged readers focussing on decoding, fluency and comprehension (guided by diagnostic assessment)	EEF evidence: small group tuition shows an average impact of +4 months and is cost-effective; one-to-two or one-to-three groups often provide strong cost/impact balance. The EEF interim reading brief and trial evidence (e.g., Switch-on and ABRA/RUKS) support small-group reading programmes when well implemented EEF: Small group tuition evidence & Reading at the	2

	Transition evidence brief; EEF news on small group reading intervention and EEF Interim Evidence Brief: Reading at the Transition .	
Targeted 1:1 or highly intensive small group phonics for older children not secure in decoding (KS2 catch-up), using age-appropriate SSP materials and trained staff; link to class teaching for transfer	EEF: phonics interventions for older struggling readers are effective when diagnosis shows decoding deficits; intensity and frequency (4–5x weekly over weeks) produce better outcomes [Education Endowment Foundation: Phonics; EEF reading catch-up evidence].	2, 3
Deploy trained TAs to deliver structured interventions (precision teaching, Rapid Phonics, IDL or similarly evidenced programmes) with regular monitoring by senior leaders and SENDCo	EEF: Making Best Use of Teaching Assistants guidance and small group tuition evidence recommend trained TAs delivering tightly-structured interventions linked to classroom teaching and assessed for impact. (See EEF resources on TA deployment and small group tuition.) [Education Endowment Foundation resources].	2, 3
Bespoke SEND provision and specialist advisory teacher/EP input for identified pupils; QA of SEND plans to ensure access within class and targeted interventions to meet individual needs	Specialist support combined with school-led interventions and teacher training in SEND practice is recommended; EEF highlights need for diagnosis and targeted support; DfE, MAT and local authority EP services recommended for assessment and provision planning. (See EEF guidance on targeted interventions and SEND best practice.) [Education Endowment Foundation resources].	2, 3, 4, 5
Intensive oral language and vocabulary programmes for EAL children (in class and as targeted small groups); teacher training in scaffolded talk, pre-teaching vocabulary and sentence stems	EAL-focused teacher training (EAL in the Mainstream Classroom) has shown promise (+1 month in trials) and oral language approaches can add progress when embedded and targeted; EEF emphasises explicit academic language teaching for EAL pupils EEF: EAL in the Mainstream Classroom project and [EEF Interim Evidence Brief: Reading at the Transition].	3, 6

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

Budgeted cost: £71724.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured attendance strategy: appoint/maintain Attendance Officer; use early-identification systems, personalised parental communication (texts/letters showing days missed), prompt follow-up and targeted family meetings; offer responsive support packages and track PA cases weekly	EEF Rapid Evidence Assessment on attendance: evidence base is limited but shows promise for parental communication, responsive/targeted approaches and mentoring; personalised messages and communication that raise parental awareness of absences can change behaviour Education Endowment Foundation: Attendance interventions rapid evidence assessment and EEF guidance on supporting school attendance Education Endowment Foundation: Supporting school attendance . Aligns with DfE guidance on working together to improve attendance.	1
Family-facing, accessible parental engagement: translated resources, flexible event times (coffee mornings, school clinics), targeted text reminders linked to learning, home-learning packs and signposting to community bilingual support; small incentives (e.g., transport vouchers) where appropriate to boost attendance at key sessions	EEF evidence: parental engagement approaches can yield +4 months on average but are challenging to implement; targeted and personalised communications (including texts) show promise to boost engagement and reduce absenteeism where uptake is achieved Education Endowment Foundation: Parental engagement and EEF blogs/reports on Family Skills and texting parents. Family Skills trials also highlight that recruitment/attendance are critical implementation issues [EEF Family Skills evaluations and analysis].	1, 6
Whole-school and targeted social and emotional learning (SEL): train staff in SEL approaches; expand ELSA/snug capacity; implement structured SEL curriculum components; use Boxall/Profile or internal SEL measures for assessment	EEF and wider research indicate SEL and behaviour interventions can improve both behaviour and academic outcomes when explicitly taught and embedded school-wide; SEL linked to improved attendance and behaviour in some studies (evidence varies, but approaches are promising if implemented with fidelity). See EEF attendance evidence and SEL guidance references and practitioner tools (Boxall profile as measurement tool) [Durrington Research	7, 1

	School summary & Boxall SEL resources].	
Pastoral mentoring and targeted mentoring for vulnerable disadvantaged boys (focus on attendance, behaviour and engagement)	Mentoring shows variable impacts in the attendance evidence base but can be effective when well-designed and regular; the EEF attendance review groups mentoring and responsive targeted approaches as promising when matched to child needs. Mentoring plus targeted parental engagement often forms a package that supports attendance and engagement [EEF attendance review].	1, 7
Free/low-cost breakfast club and targeted trip subsidies to remove barriers to attendance and increase enrichment and cultural capital	EEF Rapid Evidence Review on attendance identified meal provision and extra-curricular activities as potentially useful components for engagement; removing cost barriers supports disadvantaged pupils' access to enrichment that contributes to engagement and personal development. Also aligns to school priority 3.1 (cultural capital mapping). [Education Endowment Foundation: Attendance interventions review].	1, 3, 4, 5
Targeted subsidies for Wrap Around Care	To offer wrap around care for all families and subsidise places for identified disadvantaged families who would benefit from this provision. Education Endowment Foundation: Improving Social and Emotional Learning in Primary Schools	1, 7
UKMS to work with Year 5 children for 1 term	Weekly sessions with UK Military School to deliver projects that will create cognitive conflict and problem-solving issues and support children's resilience and emotional regulation. Education Endowment Foundation: Improving Social and Emotional Learning in Primary Schools	1, 6, 7
Targeted support for behaviour management and lunchtime/play routines and strengthened supervision at social times; expand outdoor provision in EYFS to support motor skills and self-regulation	DfE and EEF note that staff training in behaviour management, clear routines and structured playtime interventions reduce low-level disruption and improve social times; improvements to EYFS outdoor provision support physical development and early learning. (See DfE Behaviour Hub guidance and EEF behaviour interventions references).	2, 7, 3

Total budgeted cost: £ 111020

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our end of year data drop continues to show a gap between our PP and Non-PP children throughout school.

It is important to note that 27% of the Pupil Premium cohort (35 disadvantaged children) are also on the SEND register. In addition, 24% of the Pupil Premium cohort are classified as EAL and 5% of the are classified as PP, SEND and EAL. Last academic year, 33% of the school population (134 children) were living within the top 30% of deprived areas (IDACI).

Attendance:

Our attendance data for academic year 24/25 was:

Overall attendance – 93.2% % PP – 91.9%
Persistent Absence - 20.2% PP – 27.1%

The attendance of disadvantaged children last academic year is in line with the national average (91.9% compared to 92%). The attendance of SEND children last academic year is in line with the national average (91.7% compared to 92%). The persistent absence (PA) of disadvantaged children last academic year is above the national average (27.1% compared to 26.1%).

Academic:

In terms of statutory data, from the 12 disadvantaged children in Reception, 66.7% achieved a 'Good Level of Development'. The performance of disadvantaged children was better than the LA figure (45.2%) and the NCER National figure (57.1%).

Of the 23 disadvantaged children, 52.2% achieved the expected standard within their Phonics Screening assessment.

Of the 24 disadvantaged children in Y4, 33.3% achieved 25 marks on the MTC.

Within the KS2 SATS, of the 29 Y6 disadvantaged children 52% achieved the combined expected level (reading/writing/maths). This was 5% above the national average. However, of the 29 Y6 children identified as disadvantaged, 0% achieved combined (reading, writing, maths) at the higher standard, which is 4% below the national average. Within the individual areas, 65.5% achieved the expected standard in reading, 58.6% achieved the expected standard in writing and 55% achieved the expected standard in maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose Education
Spelling Shed	Ed Shed
BSquared	B Squared Ltd
UK Military School	UKMS (Wayne Forsyth)
TT RockStars	Maths Circle Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Implementation, Monitoring and Evaluation

- Leadership: The Headteacher and the Assistant Headteachers will jointly hold operational responsibility; the Headteacher will be the named Pupil Premium lead and will produce termly impact reports to the governing body.
- Monitoring: termly assessment points, academic outcomes, half-termly attendance monitoring and weekly PA tracking, behaviour incident monitoring, and termly SEL measures. Interventions will use baseline and exit measures.
- Evaluation: each funded intervention will have clear success criteria and cost per pupil calculated. Solutions showing no measurable impact after a full term (or failing to be implemented with fidelity) will be adjusted or de-commissioned.
- Governor challenge: termly scrutiny of Pupil Premium spend, outcomes vs success criteria and evidence of alignment to the DfE Menu of Approaches.

Resource and Budget Summary (indicative)

- Prioritise funding for: phonics materials and decodable books; CPD and teacher release for subject leaders; targeted small-group tuition staffing; pastoral/ELSA capacity; translation/parental engagement materials and targeted subsidies for trips/breakfast club.
- Maintain contingency fund to respond to acute need (e.g., crisis support, family sessions).

Appendix: Key evidence sources used in this strategy

- Education Endowment Foundation — Phonics (Teaching & Learning Toolkit): evidence for systematic phonics and impact estimates (+5 months) [Education Endowment Foundation: Phonics](#)
- Education Endowment Foundation — Interim Evidence Brief: Reading at the Transition (reading catch-up, small group/one-to-one evidence) [EEF Interim Evidence Brief: Reading at the Transition](#)
- Education Endowment Foundation — Small group reading intervention (EEF news and trial summaries) [Education Endowment Foundation: Small group reading intervention shown to boost pupil progress](#)
- Education Endowment Foundation — Attendance interventions rapid evidence assessment and Supporting School Attendance resources [EEF: Attendance interventions rapid evidence assessment](#) and [Education Endowment Foundation: Supporting school attendance](#)
- Education Endowment Foundation — Parental engagement (Toolkit guidance; evidence of challenges and potential +4 months) [Education Endowment Foundation: Parental engagement](#)
- Education Endowment Foundation — Project: EAL in the Mainstream Classroom (teacher training for EAL) [EEF: EAL in the Mainstream Classroom](#)
- Durrington Research School summary and discussion of attendance evidence and interventions (practitioner synthesis) [Durrington Research School: The evidence base behind attendance interventions](#)
- Practitioner resource: Boxall Profile (SEL measurement and guidance for pastoral assessment) [Boxall Profile: Guide to SEL in Schools](#)