



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
Linden Road Academy and Hearing Impaired Resource Base	
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	37.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Enquire Learning Trust
Pupil Premium Lead	Peter Greaves
Governor / Trustee lead	Jaimie Holbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 119,000
Recovery premium funding allocation this academic year	£ 10,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 5,000
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	£ 134,125

Part A: Pupil premium strategy plan

Statement of intent

Through this plan, it is the intent of the Leaders at Linden Road Academy to eradicate the gap in attainment between children identified as disadvantaged, and their non-disadvantaged peers at the Academy and across the country. The quality of the work and improvements will impact these students across all of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Not enough children are achieving age-related expectations in reading, writing and maths combined at the end of key stage 2.
2	Not enough children identified as having potential to achieve greater depth early on in the school life are going on to achieve greater depth by the end of key stage 2.
3	Early speech and language development prior to children starting school is not supporting their development and there is evidence that more children are starting school without the key language development. This has been exacerbated by Covid 19.
4	The effects on the children of the two school closures due to covid, despite a full curriculum being taught despite the Academy leaders closing the technology gap for our disadvantaged children. This gap is greater in key stage 1 than in key stage 2.
5	There is an increase in children identified as disadvantaged and needing support with their wellbeing across the school and in all classes.
6	The gap in cultural capital that children need to gain in comparison with their non-disadvantaged peers at Linden Road Academy and at other schools.

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
<i>In reading, writing and maths at the end of key stage 2 in 2022, the group identified as disadvantaged have made better that expected progress from end of Year 5.</i>	Data from end of Year 5 (July 2021) , expected progress for this group: R = 64% W= 46%

	<p>M= 64%</p> <p>All children in this group to achieve in line with their prior attainment at the end of KS1, achieving 100% EP.</p>
<p><i>By the end of the academic year 2021-22, more children identified as disadvantaged will achieve greater depth in reading, writing and maths than in 2018 and 2019.</i></p>	<p>27% of this group to achieve GDS in R, W and M for this group of children in Year 6.</p>
<p><i>By the end of the academic year 2021-22, at the end of key stage 1, children identified as disadvantaged will make better than expected progress.</i></p>	<p>13/29 = 45% disadvantaged. Current</p>
<p><i>By the end of the academic year 2022-23, the gap in attainment and progress between disadvantaged and non-disadvantaged peers will be eradicated across the school.</i></p>	<p>In all classes, children that are in the group identified as disadvantaged, with no additional need and no</p>
<p><i>Children identified as disadvantaged and requiring support for their wellbeing are supported to overcome these challenges to achieve</i></p>	<p>At the start of September 2021, we were working with 10 families involving 16 children. These children make expected progress from their previous key development points: End of EYFS, End of KS1. Child's voice outcomes: children report feeling safe in school and well-supported and achieving well. Parent voice outcomes: children report feeling safe in school and well-supported and achieving well.</p>
<p><i>All children gain broad and deep cultural capital to build on and use to inform and broaden their futures.</i></p>	<p>All children have accessed a range of experiences Children can recall and talk about their experiences, demonstrating understanding of the knowledge gained, the effect on them as learners as how they may use the experience in the future. Children can state how they will build on their experience</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: £20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD refresher in phonics for all key staff in EYFS and Year 1.</i>		3, 4
<i>CPD in Reading comprehension strategies</i>	EEF research report	1, 2, 4, 5, 6
<i>Writing intervention, small group support.</i>		1, 4
<i>Greater Depth intervention groups in Year 5 and Year 6,</i>		1, 2, 4
<i>CPD in further, effective AfL strategies and the most effective use of formative and summative assessment information (and data) and feedback. For all teachers and teaching assistants.</i>	EEF research report (incorporating Metacognition and Self-Regulation, updated July 2021).	1, 2, 4, 5, 6
<i>CPD on Task Design for all teachers to take into account retention and retrieval strategies.</i>		1, 2, 3, 4
<i>CPD in NELI (see below) for three, key, early years teaching assistants.</i>	EEF and DfE research report July 2021.	3, 4

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extended school day for 30 minutes a day for year 6 from January 2022; breakfast provision incorporating maths and reading intervention</i>	Previous success at Linden Road Academy with this approach. EEF report into Extending School Time (last updated July 2021)	1, 2, 4, 5
<i>Teaching assistant interventions in reading and maths.</i>	Previous success at Linden Road Academy with this approach. EEF report into TA led intervention (last updated June 2021)	1, 2, 4, 5
<i>Teaching assistant intervention in early language development: Nuffield Early Language Intervention (NELI) and Wellcomm.</i>	EEF report into TA led intervention (last updated June 2021)	3, 4, 5
<i>One-to-one support structured interventions led by teachers</i>	EEF report July 2021	1, 2, 4, 5
<i>Small group tuition in reading and maths in Year 6, Year 2 and Year 1.</i>	EEF report into Extending School Time (last updated July 2021)	1, 2, 4, 5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing support for children identified as requiring 1:1 support and intervention.</i>	Previous success with this strategy	1, 2, 4, 5,
<i>Wellbeing support for children identified as requiring small social group support and intervention.</i>	Previous success with this strategy	1, 2, 4, 5,
<i>Parental engagement in understanding and supporting phonics and early reading.</i>	EEF report.	1, 2, 3, 4, 5,

	Link between parental engagement and better learning outcomes.	
<i>Attendance support for children identified as disadvantaged and persistent absentees from school.</i>	Link between improved attendance and improved outcomes.	1, 4, 5
<i>Residential school trip to Kingswood Outdoor Adventure Centre in Staffordshire ; specifically support to enable disadvantaged children to attend the trip.</i>	Previous success with this strategy in developing self-esteem, cultural capital and team building.	4, 5, 6
<i>Access for disadvantaged children to success culturally important events: -attending musical events at Bridgewater Hall, -attending an art gallery, -attending a live theatre performance</i>	Aspiration intervention report by EEF.	5, 6

Total budgeted cost: £ 110,000

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.

Purchase of Reading Plus online reading support had an excellent impact on the cohort in Year 6 in 2020-21. Children made rapid progress in their reading comprehension skills and stamina. Due to the success of this strategy, this was rolled out to Years 5 and 4 and used as a small group intervention in year 3.

Regular, small group instruction, led by teachers and facilitated by teaching assistants working and supporting the rest of the class. This allowed the teacher to focus on those children that needed more input to achieve the expected progress.

During the second school closure commencing January 2021, children identified as disadvantaged were provided with full, in-school provision.

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
Reading Plus online reading platform	Reading Plus LLC
Wellcomm Early years language development programme	GL Assessment