

# Pupil premium strategy statement – Linden Road 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.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	223
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	30 September 2024
Date on which it will be reviewed	15 July 2025
Statement authorised by	Delyth Linacre
Pupil premium lead	Peter Greaves
Governor / Trustee lead	Jaimie Holbrook

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4500
<b>Total budget for this academic year</b> <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>	£119,500

# Part A: Pupil premium strategy plan

## Statement of intent

Our over-arching aims are:

*High expectations for all learners.*

*For all learners to have excellent attendance (< 96%).*

*For all learners to achieve their maximum potential.*

*For all learners from all backgrounds to have the knowledge and skills to be able to be successful in their next phase of learning and go on to positively contribute to society.*

*Our Pupil premium strategy for 2024 - 2027 sets out how these aims will be met.*

*Our Academy Improvement Plan priorities for 2024-25 have been considered and created to support our over-arching aims:*

*Ensuring a strong start when children join us in our nursery or reception provision and make good or better progress across Key Stage 1 and into Key Stage 2.*

*Subject leadership, in all subjects, work with class teachers to ensure that the curriculum outcomes are the best possible. That any children not making progress are quickly and efficiently supported to catch up and sustain their progress.*

*Children, who have been identified with additional needs, are supported to remove their barriers to learning and progress and make the best possible progress.*

## Challenges

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

	<b>Detail of challenge</b>
1	In school data shows disadvantaged children are not attaining in reading and writing as well as their peers.
2	At the end of our Early Years Foundation Stage, children eligible for the pupil premium did not achieve as well as their non-disadvantaged peers.
3	50% of disadvantaged children in year 1 passed the phonic screening check. This is below their peers.

4	In the academic year 2023/24, 24% of the children eligible for the pupil premium were persistently absent from school.
5	We have collected pupil voice, and children say they do not get the opportunity to experience a range of cultural experiences with their families.

## 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
Disadvantaged children make more progress than their peers, across their time at Linden Road	<b>From their starting points mapped through the baseline in Acorns (2 year old provision), children make better progress than their non-disadvantaged peers. At key points of statutory assessment ( Reception baseline, phonic screening, multiplication test in year 4 and key stage 2 outcomes)</b>
Children develop cultural capital through visitors, trips and experiences.	<b>Through carefully chosen educational visits, children experience a range of art, social understanding, history and the world around them. Trips and visitors/ speakers will be in every year of their time at Linden Road.</b>
Disadvantaged children all achieve >95% attendance across the school.	<b>Through monitoring, support and motivation, disadvantaged children will improve their attendance and, across each year group and across the school, achieve &gt;95% attendance for academic year 2024/25 and 25/26, rising to &gt;96% in 26/27.</b>

## 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: £ 25,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>1:1 iPad provision for all children in key stage 2 - purchase 30 iPads and cases.</i>	Using technology to support high quality teaching and learning	1
<i>CPD for teachers; through the Enquire Learning Trust, Launchpad for Literacy, English Hub CPD programme, Helicopter stories Drawing Club</i>	Developing quality first teaching is one of the best value for money activities that schools can do.	challenge 1 2 3
<i>Coaching of teachers using subject leader's time to coach teachers.</i>	Developing quality first teaching is one of the best value for money activities that schools can do.	challenge 1 2 3

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

Budgeted cost: £ 60,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Tutoring in year 6		1
<i>Structured reading interventions for early readers, led by L3 teaching assistants</i>		challenge 1 2 3
<i>Structured reading interventions for lower key stage 2, led by teaching assistants</i>		challenge 1
<i>Structured reading intervention for upper key stage 2, led by teachers and teaching assistants.</i>		challenge 1

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve all learners attendance to >95% - through monitoring, meeting with parents and children, rewards and motivation.	Evidence shows that children who attend well make more progress over time.	challenges 1, 2 ,3, 4 and 5
<i>Supporting children's wellbeing</i>	Children need to be ready to learn and have strategies to cope with big feelings	challenges 1 and 4
<i>Educational visits that create better cultural understanding and builds cultural capital, for every child, in every year.</i>	Children need to develop their understanding of the world to be able to hold conversations about a wide range of subjects in the future.	challenges 1, 2 ,3, 4 and 5
<i>Extra-curricular activities, led by school staff</i>	Develop interests in a safe space, that could open the door to new activities and interests and strengths.	challenges 1, 2 ,3, 4 and 5
<i>Improve provision for children at playtime and lunchtimes</i>		challenges 1, 2 ,3, 4 and 5

**Total budgeted cost: £ 120,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils.*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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.*

Reading Plus - online reading programme	
myhappymind	

	<i>R</i>	<i>W</i>	<i>M</i>	<i>Combined</i>
<i>All</i>	81%	71%	71%	65%
<i>GD</i>	17%	0%	26%	0%

*Girls* 94% 82% 88% 75%

*Girls*

*GD* 19% 0% 31% 0%

*Boys* 67% 60% 67% 53%

*Boys*

*GD* 13% 0% 20% 0%

	<i>R</i>	<i>W</i>	<i>M</i>	<i>RWM combined</i>
<i>Dis. ch</i>	82%	63%	75%	63%
<i>Dis. boys</i>	78%	56%	78%	56%
<i>Dis. girls</i>	86%	71%	71%	75%

	<i>R</i>	<i>W</i>	<i>M</i>	<i>RWM combined</i>
<i>Dis. Boys GD</i>	11%	0%	0%	0%
<i>Dis. girls GD</i>	29%	0%	29%	0%

*SEND support* 63% 25% 50% 25%

*EHCP* 50% 50% 25% 25%



EAL 100% 100% 100% 100%

EAL GD 40% 0% 40% 0%

