



Everyone is equal, everyone is different
and everyone is welcome

LINTHORPE COMMUNITY PRIMARY SCHOOL

Pupil Premium Strategy Statement 2021-24

Pupil Premium Lead: Sarah Maddison

School overview

Detail	Data
School name	Linthorpe Community Primary
Number of pupils in school	727
Proportion (%) of pupil premium eligible pupils	42.9%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Grace Mitchell
Pupil premium lead	Sarah Maddison
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£387,190 (Estimate)
Recovery premium funding allocation this academic year	£39,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£426,485

Part A: Pupil premium strategy plan

Statement of intent

Covid -19 Addendum:

The impact of Covid – 19 has had a profound impact on the educational landscape. Nationally, emerging evidence shows it is likely the disadvantaged gap has grown throughout the pandemic. The mental, physical and economic impact of COVID-19 has brought about an unpredictable number of challenges, affecting every family within our school community. This has manifested itself in different ways and therefore, it is crucial that, as a school, we re-establish routines and reconnect pupils with their learning and continue to support them with their wellbeing. As such, in order to plan strategically, we have decided to extend our strategy from a yearly focus to a 3-year strategy. We strongly believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities coupled with the additional unforeseen priorities that have arisen following Covid -19. Our use of the funding will be adapted to meet students' needs as they arise whilst maintaining, where possible, the principles outlined in this document. This strategy will enable us to implement a blend of short, medium and long-term interventions, and align pupil premium and covid-19 catch up premium priorities

At Linthorpe Community Primary School we believe strongly in high achievement for all. We recognise findings from research such as that produced by the Sutton Trust and Transforming Tees Strand 1 and use their principles to guide us in identifying the barriers faced by socially disadvantaged children and the most cost-effective strategies to overcome these.

Diminishing the difference between disadvantaged pupils and their peers is a non-negotiable commitment all staff make at LCPS, through quality first teaching and high expectations. Nevertheless, in reference to Transforming Tees, some children need more than others in order to achieve, we therefore adopt a model of equity in the provision we offer. Research from the Sutton Trust identifies that strong teaching is more impactful for disadvantaged pupils than non-disadvantaged and we therefore ensure that teachers at LCPS are highly trained and skilled and also strategically directed and timetabled in order to have the maximum impact on all pupils, but particularly on those with disadvantage.

Our ultimate aim of social mobility for the disadvantaged pupils in our care is prioritised through our curriculum. We recognise that knowledge is power and the explicit teaching of vocabulary, wider curriculum content and skills and pupils' exposure to cultural capital are all key to their future success.

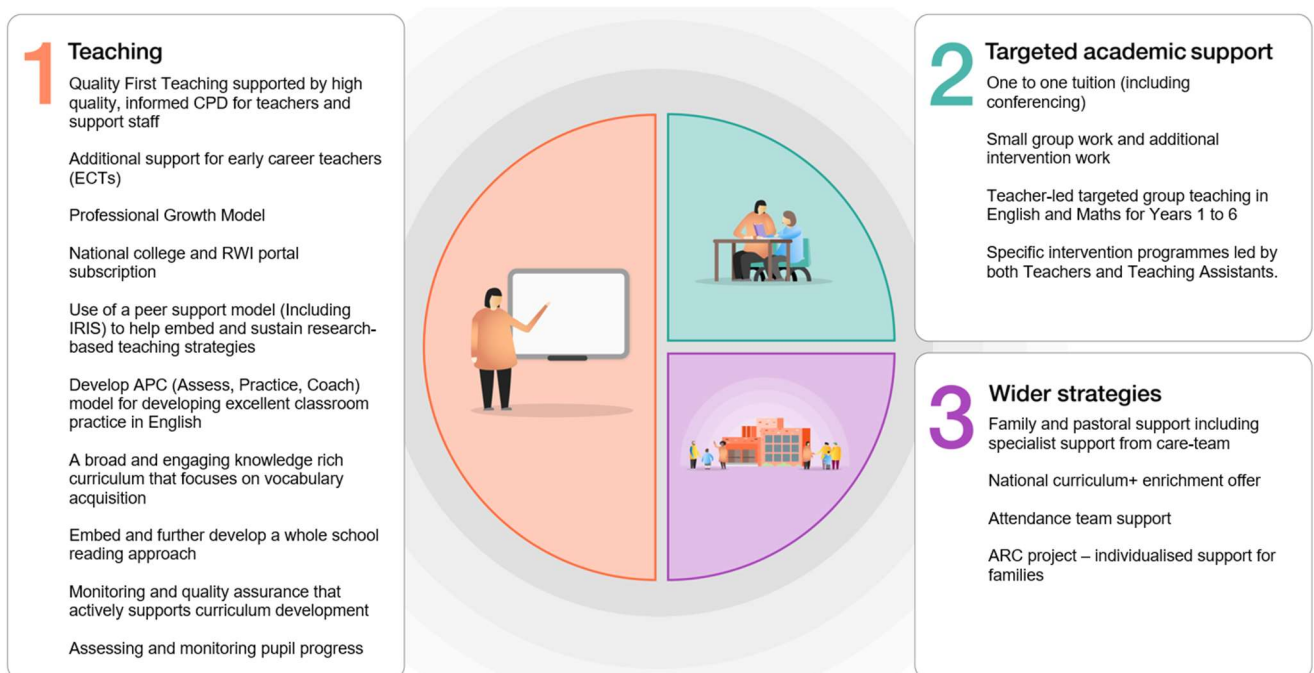
While we recognise that not all pupils who receive PP funding will be disadvantaged, the funding is exceptionally important in ensuring we can help those who do face barriers to learning, overcome these successfully. We do reserve the right to allocate the PP funding

to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged. At least 70% of any group, however, will be made up of PP children.

School leaders carefully track pupil premium children as a vulnerable group and direct appropriate provision; provision is reviewed termly and each academic year, to ensure funding is spent strategically and most cost-effective strategies are in place. Some aspects of provision are difficult to assign an exact cost, although the report does try to detail the input (cost) versus the output (impact), on those pupils who have been eligible for free school meals (FSM) at some point in their school career.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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. The strategy is supported by recent, relevant research and uses a tiered approach as recommended by the Education Endowment Fund (EEF). The model focuses upon high-quality teaching, targeted academic support and wider strategies:



Challenges

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

Challenge number	Detail of challenge
1	<p>The number of pupils living in income deprived households.</p> <ul style="list-style-type: none"> • Our IDSR shows that our pupil base quintile is the most deprived nationally. • 83% of our pupils qualify for additional formula funding as a result of deprivation (as measured by IDACI) • Expanded through further analysis, by pupil postcode, 20% of LCPS pupils are in the bottom 5% of the country for deprivation. • Since 2015, the proportion of children in decile 5 has doubled from 22% to 43%
2	<p>Poor attendance and punctuality</p> <p>Our attendance data over the last 3 years indicates that attendance has been significantly impacted by the pandemic. Attendance for disadvantaged pupils has been lower for disadvantaged pupils than for non.</p>
3	Parent and carer involvement and ability to support their children
4	Language deficit in the home environment
5	Significant gap in pupil attainment on entry to school when comparing Pupil Premium pupils and those not in that group - especially in the areas of Early Language acquisition, Speaking and PSED (Physical, Social and Emotional Development). Over the last several years, the Nursery Entry Baseline identifies a downward trend with children entering our Nursery with a 'typical level of development' between 20% and 30%
6	Adverse effect of peer group influences and prevalent negative attitudes in neighbourhood
7	Difficulty in accessing resources at home to support pupils with their learning and development
8	Poor mental and emotional health

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
To ensure the children have the best possible educational provision - impacting on successful outcomes and a fulfilment of individual potential.	<ul style="list-style-type: none"> • Pupil Premium children reach national non-Pupil Premium standards in Reading, Writing and Phonics. • Pupil Premium children reach national non-Pupil Premium standards in mathematics. • Pupils access appropriate resources and tailored learning programmes in order to achieve their potential in key skills of reading, writing and maths.
To develop a reading culture across the school to ensure that the gap is closed between disadvantaged and other.	<ul style="list-style-type: none"> • Pupil Premium children reach national non-Pupil Premium standards in Reading and Phonics.
To enhance cultural capital by providing children with opportunities - both within the local community and further afield. These provide lasting, meaningful and memorable educational experiences which are inclusive to all.	<ul style="list-style-type: none"> • Children access a programme of extended learning opportunities (National Curriculum +) • Pupil Premium children reach national non-Pupil Premium standards in Reading, Writing and Phonics • Qualitative data from pupil voice, parent surveys and teacher observations
Improved speech and language and communication skills among disadvantaged pupils	<ul style="list-style-type: none"> • Improved outcomes at the end of EYFS (CLL at least in line with National). • Impact of language interventions clearly identified through the use of The Oxford Language Screen • Pupil Premium children reach national non-Pupil Premium standards in Reading, Writing and Phonics.
To enhance self-esteem and promote independence, resilience and motivation	<ul style="list-style-type: none"> • All pupil premium children can access a range of differentiated learning programmes and focused wave one teaching in order to achieve their potential •

	<ul style="list-style-type: none"> • Outcomes at KS2 show no gap between PP and NN in terms of progress from their starting points
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged	<ul style="list-style-type: none"> • Attendance of all pupils is above with all pupils nationally • Attendance of pupil premium pupils is above pupil premium pupils nationally
Families are able to access support both in school and externally so that they are in a better position to be able to support their children and participate in school life.	<ul style="list-style-type: none"> • Sustained high levels of engagement demonstrated by attendance at events such as parental consultations, workshops, engage and express events and stay and play sessions

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

Budgeted cost: £195,247

Activity	Evidence that supports this approach/ Intended impact	Challenge number(s) addressed
<p>Employment, retention and development of high-quality teaching staff</p> <p>Introduction of the professional growth model</p>	<p>A high quality CPD programme ensures high quality teaching at a whole class, small group and 1:1 level.</p> <p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011).</p> <p>What-Makes-Great-Teaching-REPORT.pdf</p> <p>4 Signs of an effective Early Years Classroom (cem.org)</p> <p>EEF Metacognition and self-regulated learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p>	<p>3, 4, 5</p>
<p>Support for early career teachers.</p>	<p>Early career teachers (ECTs) are fully supported and developed following the Early Career Framework and supplemented with LCPS training opportunities.</p> <p>What-Makes-Great-Teaching-REPORT.pdf</p>	<p>3, 4, 5</p>
<p>To use effective management information systems to identify vulnerable pupil groups in order to ensure gaps in learning are closed (PL).</p>	<p>Data analysis provides a clear picture of the progress and attainment of all groups within the school, ensuring appropriate provision and targeted support is put in place to maximise the opportunities to narrow gaps and enable all children to succeed.</p> <p>EEF-Gathering-and-Interpreting-Data-Summary.pdf (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>
<p>High quality interactions through the provision of 2YO pre-school education and care.</p>	<p>Improved outcomes in early language, reading and mathematics in the first year of primary school. Preparing Literacy Guidance 2018.pdf (d2tic4wvo1usb.cloudfront.net)</p>	<p>3, 4, 5</p>

	<p>Earlier starting age EY Toolkit Strand Education Endowment Foundation EEF (+6 months)</p> <p>Effective Provision of Preschool Education: https://dera.ioe.ac.uk/18189/2/SSU-SF-2004-01.pdf</p>	
<p>Ensure all staff are experts in delivering phonics and early vocabulary teaching. Purchase the necessary resources (inc RWI portal) to deliver this successfully</p> <p>Supported by Early Phonics Lead and APC sessions</p>	<p>Sharpen the teaching and learning of word decoding and language comprehension in order to secure pupils' ability to read with fluency and understanding.</p> <p>Literacy KS1 Guidance Report 2020.pdf educationendowmentfoundation.org.uk</p> <p>Dialogic Teaching Projects Education Endowment Foundation EEF</p>	3, 4, 5
<p>Embed whole school approach to writing Devise and implement a whole school English curriculum in response to potential loss of learning due to long term school closure.</p>	<p>Sharpen the teaching and learning of writing within classroom in order to secure pupils' understanding of writing structures.</p> <p>Literacy KS1 Guidance Report 2020.pdf educationendowmentfoundation.org.uk</p> <p>Improving Literacy in Key Stage 2 EEF educationendowmentfoundation.org.uk</p> <p>https://www.thewritingrevolution.org/</p>	3, 4, 5
<p>Further develop leadership capacity through release time for subject leaders - upskilling staff on accountability, monitoring and progress and attainment.</p>	<p>Effective leadership ensures focused action plans deliver targeted support.</p> <p>'teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).</p> <p>EEF Implementation Guidance Report 2019.pdf educationendowmentfoundation.org.uk</p>	3, 4, 5
<p>Continued professional development for all staff including IRIS library.</p>	<p>Impactful profession development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p> <p>Effective Professional Development EEF educationendowmentfoundation.org.uk</p>	3, 4, 5

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

Budgeted cost: £99, 464

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions to overcome the language deficit: Reading+ Subscription RWI Phonics Lexia Subscription Digital devices Fantastic Fluency 1:1 reading TA allocation</p> <p>Allocated staff for Early Language intervention (NELI, Talk Boost, BLAST)</p>	<p>Language, Reading and Mathematics interventions effectively act as a vehicle for accelerating progress and narrowing gaps.</p> <p>Nuffield Early Language Intervention Projects Education Endowment Foundation EEF</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5</p>
<p>Small group tuition</p> <p>KS1 Additional phonics tuition/ groups</p>	<p>Targeted support in reading, writing and mathematics ensures accelerated progress and narrowing of gaps.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4, 5, 7</p>
<p>One-to- one support (Use of conferencing)</p>	<p>Targeted support in reading, writing and mathematics ensures accelerated progress and narrowing of gaps.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4, 5, 7</p>
<p>Team teaching</p> <p>Co-teaching of target English and maths groups including continued professional development for all ECTS</p>	<p>Targeted support in reading, writing and mathematics ensures accelerated progress and narrowing of gaps.</p> <p>The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</p> <p>Coaching for teaching and learning: practical guide for schools (publishing.service.gov.uk)</p>	<p>3, 4, 5</p>

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

Budgeted cost: £ 131,774

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Care team</p> <p>Close monitoring of pupil well-being and behaviour</p> <p>PSA involvement</p> <p>Rewards and incentives</p>	<p>Staff are equipped to identify gaps in children's emotional development.</p> <p>All pupil premium children can access a more personalised learning programme and focused wave one teaching in order to achieve their potential.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2,3,6,7,8
<p>Attendance and welfare service support vulnerable families to ensure attendance and punctuality is consistently above national average.</p>	<p>Attendance of Pupil Premium pupils is in line with non Pupil Premium pupils and at least in line with Pupil Premium pupils nationally.</p> <p>Research into improving attendance in schools serving deprived areas: Client (ioe.ac.uk)</p> <p>Improving attendance at school: DfE External Word template - 2012 April (publishing.service.gov.uk)</p>	2,3,6,7,8
<p>National Curriculum+</p>	<p>The National Curriculum + offer provides children with access to a wide range of experiences, trips and enrichment opportunities.</p> <p>High-quality teaching Education Endowment Foundation EEF</p> <p>The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	1, 4, 5, 8
<p>ARC project</p> <p>Personalised support packages within and outside of the school day.</p> <p>ARC provides</p> <ul style="list-style-type: none"> • Access to wider opportunities • Resources to ensure pupils are ready to learn 	<p>Pupils develop resilience and positive emotional and social wellbeing.</p> <p>Improved attendance</p> <p>Developed cultural capital</p> <p>Improved outcomes in reading, writing and mathematics</p>	1,2,3,7,8

<ul style="list-style-type: none"> Care and family support 	The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)	
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Total budgeted cost: £ 426,485

Service pupil premium funding

Measure	Details
How will you spend your service pupil premium allocation?	<ul style="list-style-type: none"> Care team support Access to clubs and subsidies for trips Provision of technology
What is the intended impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> Reduction in anxiety Improved self-esteem and social wellbeing Improved resilience Improved concentration and participation in class Improved outcomes in reading, writing and mathematics

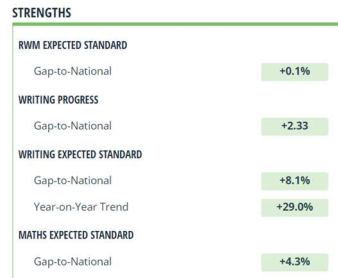
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	
To ensure the children have the best possible educational provision - impacting on successful outcomes and a fulfilment of individual potential.	<ul style="list-style-type: none"> Whilst below the national figures for non-pupil premium pupils, the number of LCPS PP pupils reaching the expected standard in reading is above national figure for PP pupils (2023) At the end of KS2, LCPS Pupil Premium children outperform national-non across several measures, with the percentage of children achieving the expected standard for

writing, mathematics and combined WRM all above national figures.



- Progress in writing for disadvantaged pupils is above national non.
- Monitoring shows that pupils access appropriate resources and tailored learning programmes in order to achieve their potential in key skills of reading, writing and maths.

To develop a reading culture across the school to ensure that the gap is closed between disadvantaged and other.

- In year One, LCPS PP pupils outperform peers in the PSC on a local and national level
- In year Two, LCPS PP pupils outperform both PP and non-disadvantaged nationally

	Pupil Premium		National non- PP
	LCPS	National	
Year 1 PSC	76%	67%	82%
Year 2 PSC	100%	53%	62%

- PP nationally
- At the end of KS1, LCPS PP pupils outperform their PP peers on a national level

	Pupil Premium		National non- PP
	LCPS	National	
Reading	64%	54%	73%

	<ul style="list-style-type: none"> A higher percentage of our PP children achieve both the expected and higher standard than their PP peers nationally <table border="1" data-bbox="805 302 1300 571"> <thead> <tr> <th rowspan="2">Reading</th> <th colspan="2">Pupil Premium</th> <th rowspan="2">National non- PP</th> </tr> <tr> <th>LCPS</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Expected</td> <td>72%</td> <td>60%</td> <td>78%</td> </tr> <tr> <td>Higher</td> <td>28%</td> <td>18%</td> <td>34%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Progress scores for LCPS disadvantaged pupils are higher than both PP and non-disadvantaged on a national level <table border="1" data-bbox="699 757 1401 862"> <thead> <tr> <th rowspan="2">Reading</th> <th colspan="2">Disadvantaged</th> <th rowspan="2">National non-disadvantaged</th> </tr> <tr> <th>LCPS</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0.58</td> <td>-0.86</td> <td>0.43</td> </tr> </tbody> </table>	Reading	Pupil Premium		National non- PP	LCPS	National	Expected	72%	60%	78%	Higher	28%	18%	34%	Reading	Disadvantaged		National non-disadvantaged	LCPS	National	Reading	0.58	-0.86	0.43
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<p>To enhance cultural capital by providing children with opportunities - both within the local community and further afield. These provide lasting, meaningful and memorable educational experiences which are inclusive to all.</p>	<ul style="list-style-type: none"> In-school recording and pupil voice shows that children access a programme of extended learning opportunities (National Curriculum +) with 56 clubs offered throughout the academic year. Analysis of NC+ engagement data demonstrates that 146 pupils (64%) of our disadvantaged pupils accessed one or more of the extra-curricular sessions available in the academic year 2022-23 																								
<p>To overcome the language deficit</p>	<ul style="list-style-type: none"> Impact of language interventions is clearly identified through the use of The Oxford Language Screen A higher percentage of disadvantaged LCPS pupils achieve a GLD than their peers nationally <table border="1" data-bbox="829 1668 1284 1915"> <thead> <tr> <th rowspan="2">GLD</th> <th colspan="2">Pupil Premium</th> </tr> <tr> <th>LCPS</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>54%</td> <td>52%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> At the end of KS1, a greater percentage of LCPS PP pupils achieve the expected 	GLD	Pupil Premium		LCPS	National	GLD	54%	52%																
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	<p>standard in reading than their peers on both a local and national level.</p>
<p>To enhance self-esteem and promote independence, resilience and motivation</p>	<ul style="list-style-type: none"> • Monitoring, pupil progress meeting notes and action plan show all pupil premium children had access a range of differentiated learning programmes and focused wave one teaching in order to achieve their potential. • Outcomes at KS2 show a reduced gap between PP and NN in terms of progress from their starting points. LCPS PP outperform National non-disadvantaged in writing and maths. • Improved well-being scores provided evidence to demonstrate improved confidence
<p>To improve attendance and punctuality</p>	<ul style="list-style-type: none"> • Attendance of LCPS pupil premium pupils (94%) is above national figures (89%) and in-line with national-non. • The percentage of LCPS disadvantaged pupils recorded as persistently absent (18%) is significantly below the national figure for disadvantaged pupils (35%)