Pupil premium strategy statement

School overview

Detail	Data
School name	Linton Village College
Number of pupils in school	833
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021/22 to 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Helena Marsh, Principal
Pupil premium lead	Mr George Jenkins, Assistant Principal
Governor / Trustee lead	Clare Gorman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91690
Recovery premium funding allocation this academic year	£12615
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	£104305

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, including disadvantaged pupils, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We recognize that the challenges facing disadvantaged pupils vary considerably, both in terms of the nature of the challenge and the scale of the challenge. As a result, we will be adopting a flexible approach to identifying specific challenges and providing bespoke support for disadvantaged students.

Detailed within this strategy plan is a range of support that will be used. This includes:

- An investment in high quality teaching which is proven to have the biggest single impact on addressing the disadvantaged attainment gap.
- Targeted academic support aimed at addressing gaps in learning of disadvantaged students which have been compounded by partial school closures.
- Wider strategies which can support high levels of attendance/wellbeing, positive behavior for learning and good study skills.

All of these strategies are underpinned by the notion that it is the responsibility of all College staff to continually reflect on the impact that disadvantage is having on pupils learning. Curriculum areas will be constantly challenged to develop robust diagnostic assessment of the needs of disadvantaged students, student voice will have a large role to play in this.

Challenges

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

Challenge number	Detail of challenge
1	**Average attendance of disadvantaged students is consistently lower in all year groups.** Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 9% lower than for non-disadvantaged pupils. 28 - 59% of disadvantaged pupils have been 'persistently absent' compared to 15 - 24% of their peers during that period. Our assessments and observations

		indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	**Disadvantaged students are issued with a disproportionate number of behaviour logs.**	
	Our behaviour data over the last 3 years indicates that disadvantaged students have been issued with between 18 – 20% of behaviour points during this time. During this time between 8 – 10% of pupils at the College were disadvantaged.	
3	**Disadvantaged students achieve on average a lower attribute score for home learning and organisation. This gap increases as they move through the school.**	
	Home learning scores of disadvantaged students are on average -0.1 in Year 7, this gap extends to on average -0.6 in Year 11. Organisation scores of disadvantaged students are on average -0.1 in Year 7, this ap extended to on average -0.6 in Year 11.	
4	**High levels of disadvantaged students arrive at the College with below the expected levels of reading comprehension.**	
	On entry in Year 7 in the last 3 Years, between 21 – 47% of disadvantaged students arrive with below age-related expectations compared to between 12 – 22% of their peers.	
5	**High levels of disadvantaged students arrive at the College with below the expected levels of numeracy.**	
	On entry in Year 7 in the last 3 Years, between 21 – 58% of disadvantaged students arrive with below age-related expectations compared to between 15 – 19% of their peers.	
6	**Disadvantaged students have been disproportionately impacted by partial schools' closures in successive lockdowns.**	
	Engagement/attendance data, observations and assessment data shows that lost learning time during school closure has caused significant gaps in learning for some disadvantaged students. This has resulted in these students falling further behind age-related expectations.	

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 achieve and sustain improved attendance for disadvantaged pupils.	By 2024/25: • The attendance gap between disadvantaged pupils and their peers has reduced to 2.5%. • The gap between PA rate of disadvantaged students compared to their peers has reduced to 7.5%.

To reduce the proportion of behaviour logs being issued to disadvantaged pupils over a sustained period of time.	By 2024/25: • The proportion of behaviour points issued to disadvantaged pupils is reduced to 13%.
To bring literacy levels of disadvantaged students in KS3 in line with their non-disadvantaged peers.	By 2024/25: • By the end of KS3 the disadvantaged gap between those students meeting age-related literacy expectations is no greater than 7.5%.
To bring numeracy levels of disadvantaged students in KS3 in line with their non-disadvantaged peers.	By 2024/25: • By the end of KS3 the disadvantaged gap between those students meeting age-related numeracy expectations is no greater than 10%.
To reduce the disparity in attribute scores for home learning & organisation in all year groups.	By 2024/25: • The disparity in attribute scores between disadvantaged and their peers is reduced as follows: Yr 7: 0.00 Yr 8: 0.00 Yr 9: -0.1 Yr 10: -0.2 Yr 11: -0.3
To effectively address the gaps in learning that have emerged as a result of partial school closures.	By 2024/25: • KS4 outcomes will show that disadvantaged students have made progress and achieved attainment in line with the national average for non-disadvantaged students.

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: £50,734.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
A full time English teacher has been appointed to replace a part time member of staff. This additional capacity will be used to deliver intervention.	The **EEF** indicates that **small group tuition** can have a moderate impact of on average 4 months per year. A rule of thumb is that the smaller the group the more impactful the intervention. **One to one tuition** can have a big impact on pupil progress, it is even more impactful for disadvantaged pupils.	4
Directed collaborative curriculum development time leads to a more ambitious, inclusive and enriching curriculum.	A coherent curriculum that is ambitious, inclusive and enriching will have a positive impact on the attainment of all pupils, it is likely to have the biggest impact on those **disadvantaged pupils who have gaps in knowledge, skills and social and cultural capital.** A coherent curriculum that explicitly plans for **assessment for learning/feedback** will also have a high impact on some disadvantaged pupils.	2, 6
Disadvantaged students are supplied with learning resources and support with financing enrichment opportunities.	Taking part in enrichment opportunities can have a positive impact on attainment. Examples include **arts participation** such as attending cultural trips. The provision of learning materials such as revision guides supports **disadvantaged pupils in completing home learning.** Home learning has a high effect on attainment.	3, 6
Homework club takes place daily from 3 – 5pm.	**Pupils eligible for free school meals typically receive additional benefits from homework.** However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are	3

	less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.	

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

Budgeted cost: £24,177.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group literacy interventions will be delivered in Key Stage 3. Lexonik Advance is a reading intervention delivered in small groups by qualified HLTA's.	The **EEF** have indicated that **reading comprehension strategies** can have a very high impact at a relatively low cost. This is based on extensive evidence.	4
The Success @ Arithmetic Numeracy intervention will be purchased and delivered as a targeted small group intervention by a HLTA.	The **EEF** indicates that **small group tuition** can have a moderate impact of on average 4 months per year. A rule of thumb is that the smaller the group the more impactful the intervention.	5
Additional teaching hours in the Maths department will be allocated to delivering targeted small group/one to one tuition to disadvantaged students.	The **EEF** indicates that **small group tuition** can have a moderate impact of on average 4 months per year. A rule of thumb is that the smaller the group the more impactful the intervention. **One to one tuition** can have a big impact on pupil progress, it is even more impactful for disadvantaged pupils.	4, 5

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

Budgeted cost: £ 29,651.06

Activity	Evidence that supports this approach	Challenge number(s) addressed

Deputy Heads of House will use non-contact time to provide pastoral and academic support to targeted disadvantaged pupils as well as to communicate with the parents of disadvantaged pupils.	The **EEF** indicate that **behaviour interventions** can have a moderate impact of on average 4 months each year. **Social Emotional Learning (SEL)** interventions can have a moderate impact of 4 months per year on pupil attainment. Targeted approaches to SEL has the greatest impact. **Parental engagement strategies** can have a moderate effect on pupil attainment when they focus on ensuring that disadvantaged students are completing high quality home learning.	1 , 2, 3
Targeted disadvantaged students will receive pastoral support provided by a wellbeing officer, who will also communicate regularly with the parents of disadvantaged pupils.	**Social Emotional Learning (SEL)** interventions can have a moderate impact of 4 months per year on pupil attainment. Targeted approaches to SEL has the greatest impact.	1, 2, 3
Targeted disadvantaged students will receive behaviour interventions from the behaviour intervention officer, who will also communicate regularly with the parents of disadvantaged pupils.	The **EEF** indicate that **behaviour interventions** can have a moderate impact of on average 4 months each year.	3
Attendance intervention provided by inclusion officer, who will also communicate regularly with the parents of disadvantaged pupils.	The **University of Reading** discussed a number of effective attendance interventions delivered by pastoral staff.	1

Total budgeted cost: £104,562.83

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.

3-year objectives

Objective 1: In-school gap closes between PP and non-PP: Attainment and Progress.

% Grade 4+ Disadvantaged versus peers	2017	2018	2019	2020	2021
Maths	-24%	-18%	-21%	-24%	-27%
English Lang	-13%	-25%	-42%	-23%	-16%
English Lit	-17%	-35%	-27%	-12%	-3%
Combined Science	-10%	2%	-22%	-6%	-9%
History	-20%	-25%	12%	-48%	6%
Geography	-25%	7%	-72%	-2%	8%
Religious Studies	-15%	-13%	10%	-93%	8%
French	-26%	-70%	12%	8%	6%
Spanish	-55%	30%	37%	-88%	17%

Average Point score: disadvantaged versus their peers	2017	2018	2019	2020	2021
	APS Diff	APS	APS	APS	APS
Maths	-1.5	-1.3	-1.2	-1.5	-1.2
English Lang	-1.1	-1.5	-1.6	-1.5	-1.2
English Lit	-1.5	-1.4	-1.5	-1.6	-0.7
Combined Science	-1.3	-0.3	-0.6	-0.7	-1.2
History	-1.1	-2	0	-2.5	0.1
Geography	-1.7	-0.7	-4.2	-1.5	-0.8
Religious Studies	-0.7	-1.3	-1.6	-3.2	-1.2
French	-0.8	-1.6	-1.4	-1.6	-0.9
Spanish	-1.7	0	1.7	-2.4	0.02

Value Added of disadvantaged students	2017	2018	2019	2020	2021
Maths	-0.1	-0.51	-0.04	-0.36	-1.07
English Lang	0.02	-0.72	-0.67	-0.44	-0.93
English Lit	0.18	-0.32	-0.28	-0.36	-0.11
Combined Science	0.13	0.08	0.66	0.27	-0.41
History	0.54	-0.96	0.72	-1.41	0.04
Geography	-0.43	-0.11	-1.82	0.38	-0.24
Religious Studies	-0.16	-0.31	-0.36	-0.78	-0.44
French	0.27	-1.9	0.53	-0.01	-0.53
Spanish	-1.45	-0.02	1.24	-0.16	0.39

Objective 2: In-school gap closes between PP and non-PP: attitudes and participation.

Average attribute scores: disadvantaged versus peers		
	PP	Non-PP
Home Learning Attribute scores	2.1	1.75
Organisation Attribute scores	2.0	1.675

Our behaviour data over the last 3 years indicates that disadvantaged students have been issued with between 18 – 20% of behaviour points during this time. During this time between 8 –10% of pupils at the College were disadvantaged.

	% Attendance 2021/22		
	PP	Non-PP	Difference
Year 7	93.7	94.8	-1.1
Year 8	87.6	95.2	-7.6
Year 9	88.3	92.9	-4.6
Year 10	82.9	93.4	-10.5
Year 11	85.9	92.1	-6.2

Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 9% lower than for non-disadvantaged pupils.

28 - 59% of disadvantaged pupils have been 'persistently absent' compared to 15 - 24% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Objective 3: In-school gap closes between PP and non-PP: Organisation and study habits.

Average attribute scores: disadvantaged versus peers		
	PP	**Non-PP**
Home Learning Attribute scores	2.1	1.75
Organisation Attribute scores	2.0	1.675