

Pupil premium strategy statement – Linton Village College

This statement details our school's use of pupil premium (and recovery 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	838
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	5 th December 2023
Date on which it will be reviewed	5 th December 2024
Statement authorised by	Helena Marsh, Principal
Pupil premium lead	Cameron Fehr, Assistant Principal
Governor / Trustee lead	Clare Gorman, Inclusion/PP Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,120
Recovery premium funding allocation this academic year	£26,496
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£119,611

Part A: Pupil premium strategy plan

Statement of intent

At Linton Village College, our aim is to comprehensively address and overcome the diverse challenges faced by our disadvantaged students. The strategic priorities guiding our efforts encompass a holistic approach, covering key aspects such as academic progress, attendance, KS3/KS5 transition, engagement with school life, parental involvement, mental health and well-being, behavioural support, and staff awareness, identification, and communication.

We recognise and acknowledge that our students experiencing disadvantage make less progress, have lower attendance, are less engaged with school life, and have greater challenges relating to mental health. These challenges are typical of those eligible for the Pupil Premium, but they are not a homogenous group and we strive to understand the specific and unique challenges experienced by individuals.

We aspire for all students at Linton Village College to benefit from an inclusive, ambitious, and enriching educational experience. Our Pupil Premium Strategy intends to secure this same experience for our disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Attendance among disadvantaged students is lower than for non-disadvantaged students. Last year, close to 40% of disadvantaged pupils have been 'persistently absent' compared to closer to 20% for non-disadvantaged students.
2	Progress and Attainment – The attainment outcomes for disadvantaged pupils is lower than that of their peers. Last year, non-disadvantaged students (13 students) made a +0.2 progress 8 (P8) score, whereas our disadvantaged students made a -0.4 P8. P8 scores for English element for non-disadvantaged and disadvantaged students were -0.04 and -0.60. P8 scores for Maths element for non-disadvantaged and disadvantaged students were 0.19 and -0.29.
3	Transition (from KS2 and to KS5) – Attainment gap on entry Disadvantaged students have lower levels of reading than their non-disadvantaged peers. Over time, we are also now seeing lower levels in maths on entry into Y7 and so greater catch-up is required in maths, also.

	<p>50% of the disadvantaged students arrive below age-related expectations in maths and 31% of disadvantaged students arrive with below age-related expectations in reading.</p> <p>4% of all student leavers in 2021 not staying in education or employment. (6% in England are NEET or unknown.)</p>
4	<p>Mental Health and Well-being – Assessments, observations, referrals and discussions with disadvantaged students and their families have identified social, emotional and mental health issues for many of these students. Disadvantaged students require additional support with their SEMH needs.</p>
5	<p>Behaviour - 13% of the PP cohort were suspended last year compared to 4% of the non-PP cohort. Some of our disadvantaged students need additional support to manage their behaviour so that they can benefit from being in school and accessing their learning.</p>
6	<p>Awareness, identification of need, and communication – It is a priority to improve our understanding and awareness of the level of disadvantage for each child and the additional barrier this may bring. We strive to know each child as an individual and recognise the range of barriers that impact their attendance and academic achievement. This can range from the opportunities for disadvantaged students to extend their learning at home, to parental support, to academic/pastoral mentoring or counselling, and to access to additional financial support and resources.</p>

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 improve attainment among disadvantaged students across the curriculum at the end of KS4.	<p>By the end of our current plan in 2026, P8 for disadvantaged students will be comparable to the national non-disadvantaged Progress 8 score.</p> <p>Outcomes in 2024 and 2025 will see a closing of this gap.</p> <p>2023 LVC dis. pupils P8 -0.45 (13 pupils)</p> <p>2023 England non-dis. pupils P8 +0.17</p> <p>2023 LVC P8 +0.10 and non-dis P8 +0.2</p>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	<p>Sustained high attendance by 25/26, demonstrated by:</p> <ul style="list-style-type: none"> - The attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 5% - The % of students who are persistently absent (PA) being below 15% and the figure among disadvantaged students being no more than 5% lower than their peers. <p>Figures in 2022/23 for comparative purposes are:</p> <p>Attendance:</p> <p>2022-2023 LVC dis. pupils 87.1%</p> <p>2022-2023 LVC non-dis. 92.4%</p> <p>PA:</p> <p>2022-2023 LVC pupils 23.6%</p>

<p>To improve reading and numeracy among disadvantaged students across KS3</p>	<p>Annual NGRT testing demonstrates improved reading ages of disadvantaged students from entry in Year 7 to the end of Year 9. Disadvantaged students in KS3 who have a reading age severely below their chronological age and require phonics complete the Lexonik Leap programme.</p> <p>Students with low quantitative CAT scores and low Maths SAT scores will be identified for the Success@Arithmetic programme.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - High attendance and improved outcomes (success criteria above) - Qualitative data from student and parent voice - A decrease in referrals needed for disadvantaged students so that this is not disproportionate to non-disadvantaged peers - Significant increase in participation in enrichment activities, particularly by disadvantaged students
<p>To minimise barriers to achievement through personalised strategies and bespoke support.</p>	<ul style="list-style-type: none"> - Know the barriers to achievement (collected through pupil voice, family voice, staff voice and academic data) and produce personal PP passports with strategies to support students. - Know, implement and track the bespoke support required to address the barriers to achievement, including but not limited to: financial support, provision of resources incl. IT, tutoring, mentoring, counselling, CEIAG, homework, <p>Impact of these strategies demonstrable by:</p> <ul style="list-style-type: none"> - Tracking documentation that shows by 2025/26 100% of disadvantaged students receive bespoke support - % of disadvantaged students in Education/Employment is in line with national - Attendance at parents' evenings is in line/higher than those from non-disadvantaged families - Attendance/Outcomes criteria above
<p>To achieve sustained positive behaviour for all students, particularly improving the behaviour of disadvantaged students</p>	<p>Sustained positive behaviour and attitudes within the school by 2025/26, demonstrated by:</p> <ul style="list-style-type: none"> - Suspension rates of disadvantaged students not exceeding national/LVC for non-disadvantaged student

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: £25,320.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Directed collaborative curriculum development time and professional learning</p> <p>All teachers use this time for to improve the quality of curriculum and quality of teaching so that it is ambitious, inclusive, and enriching. Inclusive Classrooms teaching and learning strategy promotes high expectations, curriculum ambition, knowing and understanding students, and creating an inclusive learning environment.</p>	<p>EEF Metacognition and self-regulation</p> <p>EEF Cognitive Science Approaches in the Classroom</p> <p>Ofsted Curriculum Research Reviews</p> <p>Teaching WalkThrus, Tom Sherrington and Oliver Cavigioli</p>	2
<p>Reading/literacy teaching</p> <p>Full-time English teacher appointed to replace a part-time member of staff. This additional capacity is used to deliver literacy teaching for year 7 and 8 students. Reading Strategy provides opportunities for structured, guided reading.</p>	<p>EEF Reading comprehension strategies</p> <p>EEF Improving Literacy in Secondary Schools</p>	2
<p>Learning resources and enrichment opportunities</p> <p>Funding for educational visits and learning materials as required.</p>	<p>EEF Arts participation</p>	2

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

Budgeted cost: £39,856.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 7 students benefit from academic intervention in English and Maths NGRT assessment and KS2 data identify pupils for reading/literacy intervention. Lexonik Leap program delivered by HLTA. CAT4 and KS2 data identify pupils for Success@Arithmetic numeracy intervention, delivered by maths teacher and HLTA.</p>	<p>EEF Improving Literacy in Secondary Schools EEF Small group tuition EEF Teaching Assistant Interventions</p>	<p>2, 3, 6</p>
<p>Disadvantaged pupils receive academic mentoring. Disadvantaged pupils are linked with a mentor (form tutor, head of year, counsellor, SLT, etc). PP passports developed in collaboration with LVC staff, parents, and students. Form tutors check-in with students half-termly during form time. Heads of House meet with students fortnightly during non-contact time. Sessions focus on academic target setting, organisational skills, engagement with school life, and well-being. Mentors maintain regular communication with the families of disadvantaged pupils. KS4 students benefit from exam and NEA intervention outside of lesson time, delivered by classroom teachers.</p>	<p>EEF Feedback EEF Metacognition and self-regulation EEF Behaviour interventions DfE: Promoting children and young people's mental health and wellbeing EEF Small group tuition</p>	<p>1, 2, 4, 5, 6</p>
<p>Homework club Daily homework club to provide additional organisational and academic support.</p>	<p>EEF Homework</p>	<p>2</p>
<p>Structured, targeted online Maths homework Sparx used to ensure homework is bespoke for all learners, with resources which support completion and empower independent learning.</p>	<p>EEF Homework</p>	<p>2, 6</p>

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

Budgeted cost: £54,434.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of SOL attendance tracking and support system</p> <p>Attendance officer and deputy principal working with pastoral leaders to improve attendance.</p>	DfE guidance, " Working together to improve school attendance "	1, 2
<p>Engagement in online systems and evening events.</p> <ul style="list-style-type: none"> • Parent-Tutor Events and Parent-Teacher Events. • Go4Schools data (attendance, academic progress, pos/neg behaviour points). • Information evenings, study skills events, celebration events, etc. <p>Head of Year coordinates face-to-face meetings with families of disadvantaged students to supplement wider systems.</p>	EEF Parental engagement	1, 2, 5, 6
<p>Engagement with Well-being Hub, Attendance Officer and external agencies</p> <p>Supported provided by the well-being hub, attendance officer, senior transition adviser and/or Centre 33 (or other external support agencies).</p>	<p>EEF Behaviour interventions</p> <p>EEF Aspiration interventions</p> <p>EEF Mentoring</p> <p>The Gatsby benchmarks, identify that effective personal guidance will help to reduce any aspirational gaps.</p>	1, 2, 3, 4, 5, 6
<p>Increased identification and awareness of need.</p> <p>Rigorous KS2 transition programme delivered by head of year 7 and SLT link.</p> <p>Pupil Premium Passports, stored on Go4Schools and available to all.</p> <p>Heads of Year explicitly focus on disadvantaged pupils regularly throughout the year, using the central tracker, to monitor progress and coordinate support.</p>		1, 2, 3, 4, 5, 6
<p>Develop and implement attendance procedures through staff training and release time.</p>	DfE guidance, " Working together to improve school attendance "	1, 2
<p>Contingency fund for acute issues</p>	A small amount of funding to respond quickly to needs not yet identified. This has been shown to be impactful at LVC.	1, 2, 3, 4, 5

Total budgeted cost: £ 119,611

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the previous academic year (2022/23). To do this we have drawn on national assessment data and our own internal summative and formative assessments. There was only a small cohort of disadvantaged students (13) which was approximately 8% of the Year 11 cohort. The data demonstrated that there was underachievement. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that (comparing LVC disadvantaged students to national non-disadvantaged students):

- Students achieved a P8 score of -0.45 compared to a score of 0.17;
- The attainment score was 35.3 compared to national score of 50.2;
- English and Maths at 4+ was 31% compared to national score of 73%
- 54% of students entered the Ebacc compared to only 43% nationally. However, only 8% of these achieved Ebacc at 4+ compared to 28% nationally.
- These outcomes are an improvement from the previous year (where the progress of disadvantaged students was -1.41) and suggests that the Strategy is having some impact.

We have also drawn on school data and observations to assess outcomes in the lower school and wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing.

The data demonstrated that:

- There has been an improvement in attendance, particularly a drop in the PA rate of disadvantaged students. However, it remains significantly too high.
- There has been a reduction in negative behaviour points received by disadvantaged students compared to non-disadvantaged peers.

Our evaluation of the approaches delivered last academic year indicate that we are seeing success with aspects of the strategy e.g. Lexonik Leap phonics intervention and Success @ Arithmetic numeracy intervention.

Some activities within the strategy were less effective e.g. homework club, mentoring and targeted pastoral interventions. The review of these activities, however, suggests this was due to how they were set up and so there is greater impact that can be drawn from these strategies which we will address in the revised strategy.

Based on all the information above, the performance of our disadvantaged pupils did not yet meet expectations, and we are at present not on course to achieve all of the outcomes we set out to achieve by 2024/25 as stated in the previously published Intended Outcomes section. We have therefore revised our strategy so that we can better understand our disadvantaged

cohort by improving our identification, tracking, and communication. We have made changes to our challenges and the activities which are how we intend to use some of our budget this academic year and established a revised three-year strategy. This is now clear in the Intended Outcomes section above. Given the relatively small cohort of disadvantaged students at LVC, we need to be responsive to their varying needs year-on-year.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<p><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></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.