

# 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 students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

## School overview

Detail	Data
Number of students in school	763
Proportion (%) of pupil premium eligible students	16%
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 <sup>th</sup> December 2023
Date on which it will be reviewed	5 <sup>th</sup> December 2026
Statement authorised by	Helena Marsh, Principal
Pupil premium lead	Carrie Carter Acting Assistant Principal
Governor / Trustee lead	Clare Gorman, Inclusion/PP Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,375
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£134,375</b>

# 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 to become caring and independent lifelong learners. 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 students.

Challenge number	Detail of challenge
1	<b>Attendance</b> - Attendance among disadvantaged students is lower than for non-disadvantaged students. On average, last year, close to 44.8% out of 125 disadvantaged students have been 'persistently absent' compared to closer to 16.1% for non-disadvantaged students.
2	<b>Progress and Attainment</b> – The attainment outcomes for disadvantaged students is lower than that of their peers. <b>2024</b> non-disadvantaged students made a +0.1 progress 8 (P8) score, whereas our disadvantaged students (17 students) made a -1.03 P8. P8 scores for English element for non-disadvantaged and disadvantaged students were +0.0 and -1.0. P8 scores for Maths element for non-disadvantaged and disadvantaged students were +0.1 and -0.8. <b>2025</b> – P8 scores were estimates using CAT's data due to the cohort not taking SATS because of Covid 19. Non-disadvantaged students made a +0.79 progress 8 (P8) score, whereas our disadvantaged students (23 students) made a -0.6 P8. Overall, +0.57.

	<p>P8 scores for English element for non-disadvantaged and disadvantaged students were +0.0 and -1.0.</p> <p>P8 scores for Maths element for non-disadvantaged and disadvantaged students were +0.1 and -0.8.</p>
3	<p><b>Transition (from KS2 and to KS5) – Attainment gap on entry</b></p> <p>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> <p><i>42% of the disadvantaged students arrive below age-related expectations in maths and 38% of disadvantaged students arrive with below age-related expectations in reading.</i></p> <p>Of all student leavers in 2025 according to current data, 0% of PP students are NEET. (1 non-PP student was registered as NEET.) (In comparison, 6% in England are NEET or unknown.)</p>
4	<p><b>Mental Health and Well-being</b> – 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><b>Behaviour</b> – 13.6% of the PP cohort were suspended last year. When looking at this further, this calculates that 2.1% of PP students in comparison 2.7% of non PP students were suspended. 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><b>Awareness, identification of need, and communication</b> – It is a priority to improve our understanding and awareness of the level of disadvantage for each child and the additional barriers 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.	By the end of our current plan in 2026, P8 for disadvantaged students will be comparable to the national non-disadvantaged Progress 8 score. Outcomes in 2025 and 2026 will see a closing of this gap.
To achieve and sustain improved attendance for all students, particularly our	Sustained high attendance by 25/26, demonstrated by: - The attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 5%

disadvantaged students	<p>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> <p>Attendance 2022/2023</p> <ul style="list-style-type: none"> <li>• 2022-2023 LVC dis. students 87.1%</li> <li>• 2022-2023 LVC non-dis. 92.4%</li> <li>• PA: 2022-2023 LVC students 23.6%</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>• 2023-2024 LVC dis. students 86.8%</li> <li>• 2023-2024 LVC non-dis. 92.6%</li> <li>• PA: 2023-2024 LVC students 21.7%</li> </ul> <p>Attendance :</p> <ul style="list-style-type: none"> <li>• 2024-2025 LVC dis. Students 84.5 %</li> <li>• 2024-2025 LVC non-dis. 92.5%</li> <li>• PA :2024-2025 LVC students 23.3%</li> </ul>
To improve reading and numeracy among disadvantaged students across KS3	<p>Annual NGRT testing demonstrates improved reading ages of disadvantaged students from entry in Year 7 to the end of Year 9.</p> <p>Disadvantaged students in KS3 who have a reading age severely below their chronological age complete the Direct Instruction reading programme and those whose reading is less critical complete the Lexia or Lexonik Leap programmes. Students with low quantitative CAT scores and low Maths SAT scores will be identified for the Success@Arithmetic programme.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>- High attendance and improved outcomes (success criteria above).</li> <li>- Qualitative data from student and parent voice.</li> <li>- A decrease in referrals needed for disadvantaged students so that this is not disproportionate to non-disadvantaged peers.</li> <li>- Significant increase in participation in enrichment activities, particularly by disadvantaged students.</li> </ul>
To minimise barriers to achievement through personalised strategies and bespoke support.	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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, enrichment opportunities.</li> </ul> <p>Impact of these strategies demonstrable by:</p> <ul style="list-style-type: none"> <li>- Tracking documentation that shows by 2025/26 100% of disadvantaged students receive bespoke support</li> <li>- % of disadvantaged students in Education/Employment is in line with national.</li> <li>- Attendance at parents' evenings is in line/higher than those from non-disadvantaged families.</li> <li>- engagement in enrichment and CEIAG activities is in line with non-disadvantaged pupils.</li> <li>- Attendance/Outcomes criteria above</li> </ul>
To achieve sustained positive	Sustained positive behaviour and attitudes within the school by 2025/26, demonstrated by:

behaviour for all students, particularly improving the behaviour of disadvantaged students	- Suspension rates of disadvantaged students not exceeding national/LVC for non-disadvantaged student
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## 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: £28,445.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Directed collaborative curriculum development time and professional learning</b>  All teachers use this time 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.	<a href="#">EEF Metacognition and self-regulation</a> <a href="#">EEF Cognitive Science Approaches in the Classroom</a> <a href="#">Ofsted Curriculum Research Reviews</a> <a href="#">Teaching WalkThrus</a> , Tom Sherrington and Oliver Cavigioli <a href="#">Inclusive classrooms Natalie Packer</a>	2
<b>Reading/literacy teaching</b>  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 as well as a bespoke group for direct instruction reading intervention. Additional capacity is also used to support Y11 with English Language intervention.  Reading Strategy provides opportunities for structured, guided reading.  Reading home learning to encourage students in each year group to do weekly reading.	<a href="#">EEF Reading comprehension strategies</a> <a href="#">EEF Improving Literacy in Secondary Schools</a> <a href="#">Direct instruction</a>	2
<b>Learning resources and enrichment opportunities</b>  Funding for educational visits and learning materials as required.  PP groups targeted for specific enrichment activities as well as student leadership opportunities. Use of SOCs online enrichment tracker.  PP Visits to post-16 providers to reduce risk of NEET.	<a href="#">EEF Arts participation</a> <a href="#">LOTC</a>	2



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

Budgeted cost: £44,775.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Year 7 students benefit from academic intervention in English and Maths</b></p> <p>NGRT assessment and KS2 data identify students for reading/literacy intervention.</p> <p>Lexonik Leap programme delivered by HLTA.</p> <p>Lexia programme delivered by qualified support staff.</p> <p>Direct instruction small reading group intervention.</p> <p>TLR for whole school Literacy Lead.</p> <p>CAT4 and KS2 data identify students for Success@Arithmetic numeracy intervention, delivered by maths teacher and HLTA.</p>	<p><a href="#">EEF Improving Literacy in Secondary Schools</a></p> <p><a href="#">EEF Small group tuition</a></p> <p><a href="#">EEF Teaching Assistant Interventions</a></p>	2, 3, 6
<p><b>Disadvantaged students receive academic mentoring.</b></p> <p>Disadvantaged students are linked with a mentor (form tutor, head of year, counsellor, SLT, etc). PP passports developed in collaboration with LVC staff, parents, and students.</p> <p>Fortnightly directed time for form tutors to check-in with PP families.</p> <p>Sessions focus on academic target setting, organisational skills, engagement with school life, and well-being.</p> <p>Progress lead to monitor and support with intervention of disadvantaged students.</p> <p>Heads of Year given additional time to build relationships and be in regular communication with the families of disadvantaged students.</p> <p>KS4 students benefit from exam and NEA intervention outside of lesson time, delivered by classroom teachers.</p>	<p><a href="#">EEF Feedback</a></p> <p><a href="#">EEF Metacognition and self-regulation</a></p> <p><a href="#">EEF Behaviour interventions</a></p> <p><a href="#">DfE: Promoting children and young people's mental health and wellbeing</a></p> <p><a href="#">EEF Small group tuition</a></p>	1, 2, 4, 5, 6
<p><b>Homework club</b></p> <p>Daily homework club to provide additional organisational and academic support.</p>	<p><a href="#">EEF Homework</a></p>	2
<p><b>Structured, targeted online Maths and English homework</b></p> <p>Updated home learning policy to make sure that home learning is clear and achievable for all students to complete.</p>	<p><a href="#">EEF Homework</a></p>	2, 6

<p>Sparx Maths used to ensure homework is bespoke for all learners, with resources which support completion and empower independent learning.</p>		
<p><b>Appropriate and personalised curriculum</b>            Possible adjustment to option process and curriculum pathways. Personalised inclusion provision implemented through additional support agencies.</p>	<p><a href="#">DfE: Promoting children and young people's mental health and wellbeing</a>  <a href="#">EEF Small group tuition</a></p>	5,6

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

Budgeted cost: £61,153.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>SOL attendance tracking and support system second year of use.</b></p> <p>Attendance officer and deputy principal working with pastoral leaders to continue to improve attendance. Whole school priority.</p> <p>Develop and implement attendance procedures through staff training and release time.</p>	<p>DfE guidance, “<a href="#">Working together to improve school attendance</a>”</p>	1, 2
<p><b>Engagement in online systems and evening events.</b></p> <p>Parent-Tutor events and Parent-Teacher events.</p> <p>Go4Schools data (attendance, academic progress, positive/negative behaviour points).</p> <p>Information evenings, study skills events and celebration events to motivate and support students.</p> <p>Head of Year and PP lead coordinate face-to-face meetings with families of disadvantaged students to supplement wider systems.</p>	<p><a href="#">EEF Parental engagement</a></p>	1, 2, 5, 6
<p><b>Engagement with Well-being Hub, Attendance Officer and external agencies</b></p> <p>Targeted investment in mental health, pastoral support, and wellbeing provision, delivered through the Wellbeing Hub, Attendance Officer, Senior Transition Adviser, and external partners such as the YMCA. Enhanced in-house CEIAG and careers guidance specifically prioritises and supports disadvantaged learners.</p>	<p><a href="#">EEF Behaviour interventions</a></p> <p><a href="#">EEF Aspiration interventions</a></p> <p><a href="#">EEF Mentoring</a></p> <p>The <a href="#">Gatsby benchmarks, identify that effective personal guidance</a> will help to reduce any aspirational gaps.</p>	1, 2, 3, 4, 5, 6
<p><b>Increased identification and awareness of need.</b></p> <p>Rigorous KS2 transition programme delivered by Head of year 7 and SLT link.</p> <p>Pupil Premium Passports and Register, stored on Go4Schools and available to all. Robust safeguarding handover.</p> <p>CPD for staff how best to support PP and to highlight awareness of PP.</p> <p>Heads of Year explicitly focus on disadvantaged students regularly throughout the year, using the central tracker, to monitor progress and coordinate support.</p> <p>Bespoke visits to Post-16 providers to support with Post 16 transition. Work with Form the</p>		1, 2, 3, 4, 5, 6

Future to raise aspirations and inform students about employability skills.  Y11 Students received VESPA GCSE Mindset book and are working through this during tutor time to support with transition and prepare students with GCSE.  Y11 in house tuition of PP students for English Language to increase confidence and improve motivation.		
<b>Contingency fund for acute issues</b>	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: £ 134,375.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged students

We have analysed the performance of our school's disadvantaged students during the previous academic year (2024/25). To do this we have drawn on national assessment data and our own internal summative and formative assessments. The cohort of disadvantaged students was 27, which was approximately 16.6% of the Year 11 cohort. The data demonstrated that there was underachievement. To help us gauge the performance of our disadvantaged students we compared their results to those for disadvantaged and non-disadvantaged students 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 students.

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

- Students achieved a P8 score of -1.03 compared to a score of 0.04 in 2024 in 2025 this reduced to -0.70 compared to +0.54 (this was produced with in-house data as students did not sit SATS). This shows the gap is shrinking and strategies are having the desired effect working.
- The attainment score was 54 compared to national score of 47;
- English and Maths at 4+ was 26% compared to national score of 65%

We have also drawn on school data and observations to assess outcomes in the lower school and wider issues impacting disadvantaged students' 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.
- There has been a reduction in negative behaviour points received by disadvantaged students compared to non-disadvantaged peers.
- More disadvantaged students are attending enrichment clubs at lunchtime.

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

Some activities within the strategy were less effective e.g. homework club and targeted pastoral interventions. The review of these activities, 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 students did not yet meet expectations, and we are at present not on course to achieve all the outcomes we set out to achieve by 2025/26 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 is how we intend to use some of our budget this academic year. This is the final year of the three year strategy.

Further consideration of the curriculum offer at KS4 is needed to ensure there is appropriate offer to allow all students to be successful.

This is now clear in the Intended Outcomes section above. Given the relatively small cohort but increasing 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)

*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*

<b>The impact of that spending on service pupil premium eligible students</b>

## 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 students, that is not dependent on pupil premium or recovery premium funding.*