

Pupil Premium Strategy Statement

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.

School overview

Detail	Data
School name	Linslade Lower School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	3.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Hazel Farlam
Pupil premium lead	Hazel Farlam
Governor / Trustee lead	Laura Woolhead Matt Foulis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,415
Recovery premium funding allocation this academic year	£0
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	£15,415

Part A: Pupil premium strategy plan

Statement of intent

All maintained schools receive extra funding from the government to help improve the attainment of disadvantaged pupils. It is designed to allow schools to help disadvantaged pupils by improving their progress; however, schools are expected to focus equally on academically able children from disadvantaged backgrounds.

At Linslade Lower School, we strive to

- ✓ Remove barriers to learning created by poverty, family circumstances and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world
- ✓ Enable pupils to access the full curriculum and extended curriculum
- ✓ To offer and to support pupils to overcome barriers such as multiple disadvantages and financial deprivation that can make it difficult to access opportunities offered by the school.

What do we do to achieve these aims?

All pupils have access to quality first teaching. The progress and attainment of each pupil are analysed. Intervention is provided to meet their individual needs when gaps in learning are identified. Most often, this is additional sessions with a teaching assistant for reading, handwriting, spelling, and maths. Some pupils are supported in a small group in the classroom by a teaching assistant. Disadvantaged children in years 3 and 4 who require it, have additional opportunities to practise their multiplication tables using Times Table Rockstars. Meetings are held between the pupils and the head teacher to discuss aspirations, challenges and successes in and out of school.

Where necessary, some pupils are provided with equipment that enables them to access the full curriculum, e.g trips and visits, PE kits, and disadvantaged pupils are also given the opportunity to participate in clubs and activities.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children do not have a lot of support from home. They are not always heard read frequently and home learning is not completed. This inhibits progress in all curriculum areas.
2	Some disadvantaged children do not have high aspirations of what they can achieve. This can lead to lower levels of effort in learning activities.
3	Some disadvantaged children have deficits in social and cultural capital.

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
For all children to be able access the full curriculum and have additional support to plug gaps in learning.	Pupils will make expected progress in reading, writing and maths. Termly assessments and pupil progress meetings will show progress. The support will be modified where needed.
For all children to have high aspirations and believe they can achieve.	Growth mind-set and super six learning powers used to encourage the children to keep trying. Positive rewards given to motivate learning. Children will a broader range of experience beyond curriculum.
For all children to have opportunity to take part in additional curriculum opportunities- football, music lessons, trips and visits.	Pupils will be able to access extra-curricular activities and parents know how to access support.

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: £ 4415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching that enables all pupils to achieve.	Lesson observations show that learning is made accessible in a variety of ways. Pupils are encouraged to do their best and are given feedback to help them improve. Careful monitoring shows progress and children are given timely focused intervention to plug gaps in learning.	1, 2 and 3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up interventions	Pupils are monitored and assessed regularly. Any gaps in learning that were identified were plugged with small group and 1 to 1 intervention.	1 and 2
Daily reading, spelling, maths, timetable intervention	Pupils are given support to enable progress to be made. Pupil progress meetings show areas where interventions have been successful. Modifications are made to adjust intervention where needed.	1 and 2

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Payment for children to attend school clubs- football and dancing	Children can access the sessions. This has a positive impact on their mental wellbeing.	2 and 3
Payment to Inspiring music for lessons	Children can access the sessions. This has a positive impact on their mental wellbeing.	2 and 3
Payment for children to attend after school club	Children can access the sessions. This has a positive impact on their mental wellbeing.	2 and 3

Total budgeted cost: £ 15415

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 2023 to 2024 academic year.

Each pupil's progress is discussed at termly meetings take place each term with the Headteacher, SENDco and individual class teachers. Progress is monitored on a termly basis, and intervention groups are adjusted accordingly at aid progress and help remove barriers..

Early Years Outcomes in Summer 2025 were lower than previous years, but in line with the Local Authority for 2024. Statistically, there are too few children to report on the GLD of Pupil Premium children, as this would enable identification.

For 2025-26 we need to raise aspirations for PPG children with our without SEND, and ensure a stimulating environment supplemented with targeted intervention closes gaps in learning.

For the Years 1 and 2 Phonic Checks, statistically, there are too few children to report on the outcome of Pupil Premium children, as this would enable identification.

Subject monitoring activities always include disadvantaged pupils as part of the group.

Twice yearly, the link governors for progress and achievement meet with the Headteacher; at these meetings, the provision for disadvantaged pupils is discussed, and outcomes are reviewed. They report back to the full governing body.

Pupil progress and attainment are discussed by the full governing body in September each year.

Meetings are held between the pupils and the head teacher to discuss aspirations, challenges and successes in and out of school.

Case studies are written about Pupil Premium children to describe the progress they make, not only academic, but also social.

The school improvement advisor visits three times per year, and disadvantaged pupils always feature in her monitoring activities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional money was used for accessing clubs and teaching assistant support in school.
What was the impact of that spending on service pupil premium eligible pupils?	The pupils made expected progress in all areas. They were also able to access additional activities.