

# Pupil premium strategy statement – Lindale CE Primary School

This statement details our school's use of pupil 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	46 (25–26 45)
Proportion (%) of pupil premium eligible pupils	9% (25–26 11%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Nov 2024-Nov 2027
Date this statement was published	Nov 2024
Date on which it will be reviewed	Nov 2027 or as needed
Statement authorised by	Mandy Barnsley / Kim Curwen (reviewed Nov 2025 by Kim Curwen)
Pupil premium lead	Kim Curwen
Governor / Trustee lead	Sara McClure

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£4320

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential, irrespective of need. We work closely with parents to identify barriers to future attainment. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Lindale School, we value the importance of wellbeing, social skills and access to extra-curricular opportunities. We are committed to using Pupil Premium funding to support these areas.

High-quality teaching of a broad curriculum is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

When making decisions about using Pupil Premium funding, we use research conducted by the EEF, advice from outside professionals (such as the Educational Psychologist) and our own observations of what has worked well in school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils;
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of any socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. The size of our school means we have a very clear understanding of all family and individual child circumstances and can provide support appropriately;
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups and individuals. Funding and resources means that not all

children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Demography and School Context

Lindale Church of England (Voluntary Controlled) Primary School is a small, rural school situated in the village of Lindale. There are approximately 46 on roll, including the Nursery. The pupils are taught in mixed age EYFS, KS1 and Year 3 & 4 and Year 5 & 6 with KS2 sometimes being taught together. The school has a part-time (afternoons) Nursery for pupils aged 3 and over. We work closely with Lindale Muddy Boots Nursery (mornings only) who share our site and playground. We attract families from the wider area who like our nurturing and inclusive ethos. The school had an interim Headteacher in post from September 2023 to July 2025. The school was inspected by Ofsted in February 2024.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Low attainment, especially across English and Maths inc. handwriting
3	Wellbeing and resilience
4	Less support at home with learning
5	Financial challenges for extra-curricular opportunities

## 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
All children are able to attend residential and take part in extra-curricular activities such as music lessons. Pupils are able to take part in extracurricular activities that they want to.	All children are able to attend residential and take part in extra-curricular activities such as music lessons. Pupils are able to take part in extracurricular activities that they want to.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

disadvantaged pupils. Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To increase school attendance.	Attendance is above 95%. Support is put in place for low attendance. Family support is put in place as needed.
Gaps in Maths and English skills are swiftly identified and addressed.	Pupils make at least good progress. Interventions are put into place. TA time is used effectively.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on emotional based school absence	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1, 3
CPD Precision teaching		2, 4
Head Teacher and Mental Health Lead time for additional wellbeing training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).	3

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

Budgeted cost: £ 2754

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA group	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). High quality training is beneficial.	3, 1
Additional reading and spelling sessions targeted at disadvantaged pupils who require further phonics support. The use of precision teaching to be introduced. e.g. Precision teaching, Reading and Spelling session weekly Split into smaller groups for spellings	Precision teaching recommended by Educational Psychologist every day. In school we have found that additional reading time boosts progress. Smaller groups for spelling allow a more focused approach tailored to the specific needs of the group. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a> EEF: This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Small group tuition has an average impact of four months' additional progress over the course of a year.	2, 4
Bubble Writing introduced for handwriting	Observation of this working in other school. In our experience, fluent handwriting contributes towards progress in writing because pupils don't need to focus on letter formation.	2
Additional Maths support – pre-teaching and consolidation sessions as needed Small group teaching in maths to have a more focused and individualised curriculum.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a> EEF: This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Small group tuition has an average impact of	2, 4

	four months' additional progress over the course of a year.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1166

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reducing costs around clubs and trips by subsidising these where possible.</p> <p>Providing parents with alternative funding opportunities for extra-curricular activities as appropriate.</p> <p>Encourage pupils to take part in extra curricular opportunities.</p>	<p>Evidence has shown that taking part in extra-curricular opportunities boosts positive mental wellbeing. EEF Toolkit: Arts Participation EEF Toolkit: Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion therefore, Metacognition and self-regulation may also be involved.</p>	5, 3
<p>Engaging with the attendance officer to develop part time timetables, family support, school-wide strategies, targeted strategies etc.</p> <p>Meetings with parents.</p>	<p>School engaging with professionals and the local authority is crucial to develop a team around the family.</p>	1, 3

**Total budgeted cost: £ 4320**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- *All children were able to take part in residential and other extra-curricular activities.*
- *Social skills interventions helped to improve confidence and develop friendships. These also helped with transition to secondary school.*
- *Interventions in writing, reading and maths meant improved progress throughout as well as pupil confidence. IDL meant that practice was regular.*
- *Small group work in spellings meant that teaching was targeted. Learnt spellings were visible in some pieces of writing.*
- *Use of ELSA time, wellbeing club and other wellbeing-centred activities means that pupils were prepared for transition to secondary school as well as having time to talk through any worries they may have. Strategies were developed to manage worries and emotions.*
- *The number of children at the school makes analysis of outcomes difficult as data (which is available to appropriate professionals if required) cannot be anonymised.*

### Externally provided programmes

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

Programme	Provider
ELSA	School staff
IDL	School staff
Toe-by-Toe	School staff
Talk About	School staff