



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

Eligible pupils in Year 7 and 11 are funded with £1050 per head.

Children Looked After (CLA) or ceased to be CLA are funded £2570 per head.

Service children are funded £335

School Overview

Detail	Data
School name	Links Academy St Albans
Number of pupils in school	32
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers	24/25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	David Allen
Pupil premium lead	Gemma Nash
Governor / Trustee lead	Marcus Cooper

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.</p>	<p>£27,000</p>
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Part A: Pupil Premium Strategy Plan

Statement of intent

Raising attainment and achievement of pupils to at least expected progress through:

- Provision to raise literacy/numeracy levels
- Providing social & emotional support/interventions to improve attendance and behaviour
- Enhanced/ improved cultural capital – trips, activities, extracurricular activities and support with uniform, materials etc.
- Personalised learning, e.g. use of external providers, college placements etc.
- CPD for staff to develop understanding of new course content for Vocational and GCSE subjects.
- Implementing an Attendance Initiative across whole school

Challenges

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

Challenge number	Detail of challenge
1.Low Attendance	Sporadic attendance due to changing and or challenging home environments can impact behaviour and learning outcomes.
2. Significant SEMH needs	Social, Emotional and Mental Health needs have an impact on all areas of learning and can significantly hinder progress both Academically and Socially.
3.Literacy and Numeracy ability	Students tend to have significant gaps in learning when they arrive at Links Academy with both low literacy and numeracy levels.
4. Staff Training	Vocational courses have changed content and provider so training will be required to support subject teachers in teaching the courses in line with new specifications.

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
Improved Attendance for PP students	All students to have an attendance figure of over 95%

Targeted support to meet SEMH/SEND needs of students	<p>Students will engage with relevant external specialist support</p> <p>Students will raise achievement points gained.</p> <p>All students will demonstrate character traits of resilience, responsibility and respect and embed the Character school traits.</p> <p>Mental Health Support Team Clinician embedded within the setting to support students, staff and parents/carers at all sites.</p>
Improved basic reading through specific targeted interventions and resources.	<p>PP students in Yr 11 will all achieve a qualification in GCSE Maths and English</p> <p>KS3 students will gain functional skills qualification in Maths and English.</p> <p>Gap between PP and Non PP students to reduce</p>
Students in KS4 to gain Level 2 qualifications in all taught subjects alongside further preparatory activities for formal examinations. New GCSE and Vocational courses are being implemented this academic year.	<p>PP students will gain Level 2 qualifications in more than 2 core subjects.</p> <p>Students will have an opportunity to access mini, formal assessments in Maths and English to develop exam technique and build self confidence</p>

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: £ 5,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD training for teaching staff regarding data and target setting.</p> <p>CPD for all staff implementing new Vocational and GCSE courses.</p> <p>CPD for all staff reviewing expectations for all PP students whilst</p>	<p>Staff to raise expectations for students through a supportive but challenging teaching approach. Mentoring must also reinforce high expectations and motivate students to succeed.</p> <p>Course content needs to be accessible for all students and in line with course specification.</p>	<p>3.</p> <p>4.</p> <p>Whole cohort</p>

identifying the potential barriers to learning. (£5000)		
Therapeutic Thinking Training for Lead Practitioner and Colleague (£750)	Therapeutic Thinking (formerly STEPS) has been embedded in our whole school approach and provides staff with tools to communicate with students who are dysregulated or require emotional wellbeing support.	2. Whole school

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

Budgeted cost: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
To adapt and improve Curriculum offer that is provided at Woollam Crescent site (£2,000)	Science and other Vocational subjects will be added as part of the curriculum at Woollam for KS4 students to close the gap between all three core subjects.	2. 3. Students accessing Woollam Crescent site
Reading programmes/resources to be used in class and in 1:1 sessions (£500)	Non PP students have improved reading ages through completing the intervention.	3. ALL PP students who have a reading age below 10 years.
Phonics programme for PSB (£300)	Programme is used widely throughout all primary schools in DSPL 7 so will support a successful transition back to mainstream for Cedar's students	3. 4. Students at PSB and KS3 Learners with phonic gaps

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

Budgeted cost: £ 18,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance Initiative-weekly recognition for 100% attendance within school (£195)	Students have demonstrated that they are motivated by Tangible and Intrinsic rewards/responses.	1.
Subsidised breakfast/break time snacks for PP students and also providing Free School Meals. (£4,605)	All PP students are offered healthy breakfast and break time snacks daily. A healthy lunchtime meal is also provided for all PP and FSM students.	2. 3. Whole cohort
Counselling and Therapeutic Intervention for PP students. (£3000)	All PP students will have access to a form of Therapeutic intervention if an SEMH need is identified.	2. Accessible to all students who have an identifiable SEMH need/CLA or have experienced Trauma
Uniform is provided to all PP students (£1500)	Students are given Polo shirts and a Jumper on arrival to prepare them for school and preventing uniform challenges.	1. 2. Whole cohort
Enrichment activities such as, College/Work experience placements will be provided for all PP students. (£6,000)	All students are given opportunities for further enrichment activities through lunchtime and after school clubs. Work experience for KS4 students is personalised and College placements are also offered on an individual basis.	1. 2. 3. Whole cohort
Services for Young People (£3150)	All KS4 students have individual meetings to support Post 16 plan throughout the academic year. Assemblies are delivered once half termly to support PSHME curriculum. Advice and strategies are provided and accessible throughout the whole year for both staff and students.	1. 2. All KS4 students

Total budgeted cost: £ 27,000

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.

Aim	Outcome
Improved attendance tracking for PP pupils through improved attendance intervention	<p>Termly meeting with the Attendance Officer and all students with parents/carers occur to set attendance targets.</p> <p>Daily follow up for any absence through text/email and call.</p> <p>Attendance meetings with Pastoral/SLT will occur if attendance declines- frequency of meetings will vary.</p> <p>Students were invited to 'attendance lunches' half termly as an acknowledgment that their attendance had improved and provided motivation.</p> <p>Attendance was at 68.8% in the Summer term for Hixberry site which is an improvement on last year</p> <p>Attendance remains an ongoing priority for improvement for our students.</p>
Targeted support to meet the SEMH needs of students.	<p>Student's engaged with external professional support with impact varying.</p> <p>Students are able to demonstrate the character traits of resilience, respect and responsibility in all areas of school and outside</p> <p>Mental Health support team clinician was embedded within the school and students engaged with the drop-in sessions and</p>

	targeted 1:1 weekly support. Parents also benefited from support and this had a positive impact on transition back to mainstream for some.
Improved basic reading and number skills through specific targeted interventions-That Reading Thing and Phonics programme	TRT Intervention had an impact on students that consistently engaged with sessions but not all. Attention to detail is an ongoing issue so adapting our approach and Intervention is a priority for 24/25.
Students in KS4 to gain Level 2 qualifications in all taught subjects alongside further preparatory activities for formal examinations.	Students have access to a wide range of GCSE and Vocational courses. All PP students last year gained Level 2 qualifications in some subjects which has led to changes to some course delivered in 24/25

Externally Provided Programmes

externally pupil premium funding (optional) 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 purchased academic year 23/24	

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?	No service pupil premium students.
What was the impact of that spending on service pupil premium eligible pupils?	n/a