



Pupil Premium Funding Impact Report 2024-2025

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and to close the gaps between them and their peers.

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children of all abilities from disadvantaged backgrounds and their peers and to raise attainment.

The Pupil Premium also provides funding for children who have been looked after (CLA) continuously for more than six months and the children of service personnel. For the purposes of this report disadvantaged pupils are considered as those eligible for free school meals, Ever 6 and children looked after.

Eligible pupils in years 7 to 11 are funded with £1075 per head.

Looked after children (CLA) or ceased to be CLA are funded with £2630 per head.

Service children are funded with £340 per head.

The purpose of the Pupil Premium Report

The purpose of this report is to outline how Pupil Premium funding allocated to Links Academy Hatfield has had an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

In line with the 3-tiered approach in Education Endowment Foundation's (EEF) pupil premium guide, support/interventions must:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

In the academic year 2024/25, 26 children were eligible for the pupil premium. The following analysis includes all pupils on roll at the end of the 2024-2025 academic year.

In the academic year 2024/25 £30,650 of Pupil Premium Grant funding was the projected budget, based on previous figures and projected pupil numbers.

Barriers to Achievement

The following barriers to achievement were identified as impacting on the progress and attainment of Pupil Premium pupils:

- Below national average literacy and numeracy levels

- Social, emotional and behavioural issues
- Low attendance and engagement

School objectives in spending Pupil Premium Grant (PPG)

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
- improved transportation for children with longer journey times into school (to raise attendance)
- Enhanced/ improved cultural capital – trips, activities, extra-curricular activities and support with uniform, materials etc.
- Personalised learning, e.g. use of external providers, college placements etc.
- CPD for staff to improve teaching and learning

What areas do we need to improve?	Improve the attendance and attainment of Pupil Premium pupils and overcome the barriers to learning which impede progress
What specific impact do we intend these actions to have on standards, provision, attitudes, behaviour, efficiency, other?	1- Continue to implement strategies to improve PP attendance 2- Enhance PP self-esteem and wellbeing by increasing opportunities for positive social interactions 3- Enhance staff awareness of accountability for PP outcomes 4- Implement whole school initiative to improve reading, literacy and numeracy levels across the school 5- Build social interaction skills to raise self-esteem and wellbeing for SEMH PP children through the rewards systems

PP Action Plan for 2024/25:

What are our key actions to effect improvement?	Who is responsible for making sure this happens?	Progress of this Action:	How will we know this action has had the intended impact?
Continue to implement strategies to improve PP attendance	AHT – Attendance, Attendance officer. Form tutor and SLT	Improved procedures implemented to monitor the attendance of all children including PP children. Strategies put into place to encourage good attendance	Attendance of all children, including PP children to improve and reach at least national average
Enhance PP self-esteem and wellbeing by increasing opportunities for positive social interactions	AHT – Data & Reporting	Improved data tracking to enable early interventions and to measure performance against other groups of learners	Gap between PP pupils and non-PP pupils in school and nationally is reduced further. Clear breakdowns of progress provided for

			management committee
Enhance staff awareness of accountability for PP outcomes	AHT – Data & Reporting/SLT	To develop the school and staff understanding of PP and strategies to address barriers to learning through CPD	Learning strategies to address the needs of PP pupils will be evident through lesson observations and student engagement and behaviour
Implement whole school initiative to improve reading, literacy and numeracy levels across the school	SLT- Form Tutors and Literacy and Numeracy Leads	Introduce literacy programme into the curriculum. Identify children who most need access to literacy skills and develop intervention timetable. Literacy and numeracy activities are embedded through tutor time weekly.	Intervention programme running effectively and data showing children making progress with literacy skills. Reading ages increased
Build social interaction skills to raise self-esteem and wellbeing for SEMH PP children through the rewards systems	SLT	To provide all PP Children with the opportunity to socialise in a positive way through rewards visits and educational trips.	Increased enjoyment in school improving attendance and engagement in the curriculum

Spending Plan for 2024/25

Intervention	Summary	Funding	Effectiveness and Focus
Subsidised Breakfast/ break time snack for PP pupils Free School Meals	All PP pupils offered a healthy breakfast/ break time snack Healthy lunchtime school meal entitlement for children with FSM as part of the extended school day	Allocated - £6,400 Actual spend - £15,086	To ensure all PP pupils are able to engage with their learning by starting the day fully fed and maintain focus throughout the day to ensure PP pupils are provided with a healthy meal daily to allow them to focus, engage with their learning and to provide social experiences

Transportation	Transport for PP pupils who require transport to various settings and appointments.	Allocated- £2,000 Actual spend - £6,623(includes fuel costs & lease of vehicle)	PP pupils are able to attend school regularly and punctually in order to improve their attainment and wellbeing
Pupil Equipment and/or clothing/ school uniform	PP pupils who need specific items of equipment and/or clothing that allows them to access their learning have them purchased for them	Allocated- £2000 Actual spend - £869	PP pupils have their needs met without barriers so they can continue with their learning and maximise their progress and attainment
Subsidised revision materials	PP supplied with revision materials/ revision books to support their learning at home and preparation for end of course exams	Allocated- £300 Actual spend - £0	To support PP pupils with home study and improve outcomes.
Educational Trips & Visits	To ensure that PP pupils are able to access educational visits and trips that will enhance their experience of the curriculum and break down barriers to learning. Such trips are motivational and an important social aspect of their learning	Allocated- £3000 Actual spend - £1,635	A range of activities to support pupils in improving their attainment and social skills with peers and staff. An incentive to engage with aspects of their learning
Youth Connexions, College Placements & Work Experience	Increased support and guidance for PP children at KS3 and KS4 for careers advice and setting up work experience placements. College placements offered to individuals	Allocated- £3,500 Actual spend - £9,000	To enable PP pupils to gain experience of the working environment and College to build social skills and prepare for the next steps in their education/ work life.

Emotional Wellbeing	A service accessible for PP pupils requiring emotional and mental health support to improve their personal wellbeing.	Allocated- £11,720 Actual spend - £7,077	To enable PP pupils to develop coping strategies to help self-regulate their behaviour and to break down barriers that impact on aspects of their learning.
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Total allocated expenditure = £27,789

Total Expenditure: £40,290

PPG Impact on Attainment 2024/25

Headline Results

Whole School Measure	2020 All	2020 PP	2021 All	2021 PP	2022 All	2022 PP	2023 All	2023 PP	2024 All	2024 PP	2025 All	2025 PP
% children achieving 3+ High Quality KS4 Qualifications	83 %	73 %	67 %	56 %	31 %	44 %	64 %	66 %	20 %	25 %	5 %	9 %
% children achieving 9-5 English and Maths GCSE	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% children achieving 9-1 English and Maths GCSE	96 %	100 %	88 %	100 %	87 %	100 %	86 %	89 %	85 %	75 %	77 %	73 %
% children achieving at least 1, 9-1 in any GCSE or Equivalent^	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %
% children achieving at least 1 Pass in any qualification	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

Y11 overall attainment took a large drop this year, this is largely down to individual needs and situations with case studies available to support this. On the positive side, there was a 4% gap in those with pupil premium achieving 3+ high quality grades in comparison to the whole cohort.

GCSE 5 Grade 9-1 Measures

	2018	2019	2020	2021	2022	2023	2024	2025
5 9-1 All pupils	0%	0%	38%	56% (10/18)	93%	64% (9/14)	73% (14/20)	59% (13/22)
5 9-1 Non PP	0%	0%	38%	67% (6/9)	86% (6/7)	60% (3/5)	88% (%)	45% (5/11)
5 9-1 PP	0%	0%	37%	44% (4/9)	100% (9/9)	67% (6/9)	58% (7/12)	64% (7/11)

Difference	0	0	1%	-23%	+14%	+7%	-30%	+19%
9-1 E&M All pupils	0%	0%	38%	88%	87%	86%	85% (17/20)	77% (17/22)
9-1 E&M Non PP	0%	0%	38%	78% (7/9)	71% (5/7)	80% (4/5)	100% (8/8)	82% (9/11)
9-1 E&M PP	0%	0%	37%	100% (9/9)	100% (9/9)	89% (8/9)	75% (9/12)	73% (8/11)
Difference	0	0	1%	+22%	+29%	+9%	-25%	-9%

There was a decrease of 14% in all children gaining 5+ GCSE 9-5 or equivalent, a 43% decrease in non-pupil premium achievement from last year, but a 6% increase in Pupil Premium Achievement overall.

There were several factors that affected the children's performance in their exams this year, such as turnover of teachers, high number of children being on PSPs due to a high level of SEMH needs and a high level of SEND need.

Impact of strategies and support implemented from the 2024-25 PP Spending plan

- 73% of pupil premium children achieved 1-9 in English and Maths, with 9% achieving 3+ high quality KS4 qualifications.
- Breakfast made available to all children on arrival to school and once a week bacon rolls provided. Break time snacks and school lunches offered to all children.
- CAT, PASS and lucid testing continued to provide a clear indication of student ability on entry and to identify barriers to learning in order to implement early intervention. This also includes the GL Assessment Progress Testing in English, Maths and Science to provide a clearer indication of baseline ability in the core subjects. Alongside the use of FFT targets being set, and a more therapeutic approach to the induction process.
- Transport was offered and provided for children with longer journeys to ensure they arrive in time to enable them to attend school. Shuttle bus to and from the station also offered. Attendance figures were in line with the previous academic year.
- Provision for Life coaching and mental health support was extended to address the emotional needs of pupil premium children.
- School uniform and clothing/ equipment for specific learning provided to PP children to ensure all children can engage and access with their learning.
- Children accessed offsite reward activities to build self-esteem, motivation and strengthen social skills including, Go Karting, Go Ape, Laser Tag, Ninja Warrior, Trampoline Park, Water Sports Activities.

PP Action Plan for 2025/2026

A review is in progress to finalise the action plan for 2025/2026, to enable higher levels of accountability and ensure that all targets are measurable with clearly defined impact measures.