



Pupil Premium Funding Impact Report 2024-25

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 £1,050 per head.

Children looked after or ceased to be LAC are funded with £2,570 per head.

Service children are funded with £335 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 St Albans 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 30 (68% of cohort) 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 2024-2025 £27,000 of Pupil Premium Grant funding was the projected budget, £28,254.47 was the final income received. Extra income was received from the Cedars primary support base children.

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 curriculum 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 and SEND knowledge

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 <i>specific</i> impact do we intend these actions to have on standards, provision, attitudes, behaviour, efficiency, other?	<p>Improve PP attendance through consistent tracking and implementation of strategies to encourage good attendance</p> <p>Enhance PP self-confidence and wellbeing by increasing opportunities for positive social interactions</p> <p>Enhance staff awareness of and accountability for PP outcomes</p> <p>Continue to improve Literacy and numeracy levels to raise attainment across the curriculum</p> <p>Improve provision for PP within the classroom environment</p>

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?
Improved attendance tracking for PP pupils and children with Social workers/free school meals or Young carers.	AHT – Attendance, Attendance officer & SLT	Improved procedures implemented to monitor the attendance of all children including PP children. Interventions and initiatives put into place to encourage attendance. HFL offering advice and support to improve attendance on a termly basis	Attendance of all children, including PP children to improve and reach at least national average
In depth tracking and analysis of PP attainment data	AHT/Attendance Officer – 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
Develop staff awareness and accountability of identifying and addressing barriers to learning	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 child engagement and behaviour
Build social interaction skills to raise self-esteem/confidence and wellbeing of SEMH PP children	SLT/School trip leader/Healthy Lifestyles lead	To provide all PP children with the opportunity to socialise in a positive way through rewards visits, educational trips and enrichment classes during lunchtime and after school.	Increased enjoyment in school improving attendance and engagement in the curriculum
Extend whole school initiative to improve reading, literacy and numeracy levels across the school.	SLT/Form Tutors/Literacy and Numeracy leads	To identify children with low reading age and provide reading/spelling strategies and/or intervention.	Reading ages increased and children developed confidence in accessing GCSE/BTEC examinations.

		Literacy and Numeracy activities are embedded and accessed through Tutor time weekly.	
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Spending Plan for 2024/25

Expenditure department	Intervention	Summary	Funding (Actual spend)	Effectiveness and Focus
Pupil Premium	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 and PP	£3,600 (£5413)	To ensure all PP pupils are able to engage with their learning by starting the day fully fed and maintaining 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 positive social/interaction and experiences.
Home school Transport Site to site transport Vehicle fuel/vehicle maintenance	Transportation	Transport for PP pupils who require transport to various settings and appointments.	£8,500 (£5175)	PP pupils are able to attend school regularly and punctually in order to improve their attainment and wellbeing. PP pupils are also able to access appointments such as CAMHS sessions alongside other educational experiences. Children transported between sites. Welfare checks are carried out if children do not attend school.

Child support-uniforms	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	£790 (£1227)	PP pupils have their needs met without barriers so they can continue with their learning and maximise their progress and attainment
Curriculum enhancement	Subsidised revision materials	PP supplied with revision materials/ revision books/Laptops to support their learning at home and preparation for end of course exams	£2,000 (£2,567)	<p>To support PP pupils with accessing the curriculum through using ICT. To support the implementation of Goggle classroom and provide each individual child in having a Chromebook.</p> <p>Functional skills booklets to access learning at home</p> <p>Food technology resources to enable PP children to access cooking skills qualifications.</p>
Trips/Visits	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	£1,680 (£2003)	<p>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 outside the classroom environment and support curriculum delivery.</p> <p>Visits to places of worship as part of PSHME curriculum. To develop a better understanding of different faiths, race and religion whilst helping to develop empathy and social skills.</p>

		of their learning		
External AP	Services for Young people, 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	£7430 (£5500)	<p>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.</p> <p>D of E award resources and materials.</p> <p>Pastoral support is provided to children when accessing Alternative provision to enable success and provide a key familiar adult</p>
Therapeutic services	Counselling/ ADD-Vance coaching /Play Therapy	Service accessible for PP pupils and family members requiring emotional and mental health support to improve their personal wellbeing and family relationships.	£2000 (£4450)	<p>To enable PP pupils to develop coping strategies to help them self-regulate and understand their behaviours.</p> <p>In school support provided by Healthy lifestyle lead and MHST.</p> <p>Family session delivered within the home from external services to support families in crisis who require additional support.</p> <p>Staff overseeing and leading Team Around the Family meetings (TAF)</p>
Staff CPD	Staff training for supporting SEND children with both Academic and SEMH needs	PP children have a range of SEND needs. Training staff to support the varying SEND needs presented alongside	£2000 (£3516)	Staff have been provided with targeted training in how to provide bespoke support to meet the varying SEND of the PP children especially those with diagnosis of ADHD, ASD and those who have experienced ACEs and Trauma.

		modifications and adaptations to the curriculum delivery for all children		
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Total allocated expenditure = £27,000

Total Expenditure: £ 29,851

PPG Impact on Attainment 2024/25

Headline Results

<u>Whole School Measure</u>	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 9-5 English and Maths GCSE	0%	0%	7%	0%	10%	10%	0%	0%	0%	0%	0%	0%
% children achieving 9-1 English and Maths GCSE	94%	100%	79%	75%	90%	80%	82%	71%	91%	80%	70%	62%
% children achieving at least 1 9-1 in any GCSE or Equivalent^	100%	100%	100%	100%	90%	80%	91%	86%	91%	80%	95%	92%
% children achieving at least 1 Pass in any qualification	100%	100%	100%	100%	100%	100%	100%	100%	91%	91%	100%	100%

GCSE 5 Grade 9-1 Measures

	2019	2020	2021	2022	2023	2024	2025
5 9-1 All pupils	83%	81%	86%	70%	73%	82%	65%
5 9-1 Non PP	63%	67%	67%	10%	27%	80%	58%
5 9-1 PP	80%	92%	75%	60%	71%	83%	69%
Difference	+17%	+25%	+8%	+50%	+44%	+3%	+11%
9-1 E&M All pupils	57%	94%	79%	90%	91%	91%	80%
9-1 E&M Non PP	50%	67%	83%	10%	100%	100%	86%
9-1 E&M PP	80%	100%	75%	80%	86%	80%	85%
Difference	+30%	+33%	-8%	+70%	-14%	-20%	-1%

Year on year PP attainment data changes and this is usually dependent on factors that go beyond school's control. We have one PP child that has had significant moves of placement throughout Yr11 and has not accessed full time provision at all during Year 11 but still left with a pass in Maths and English GCSE. One PP child refused to access the building throughout the whole of Year 11 despite a TAF and Social care involvement. He did manage to come in on three occasions to have a short teaching session followed by a Functional skills exam at Level 1 which he passed. We have one PP child who gained grade 4 in English alongside 8 additional Level 2 qualifications at both Pass and Distinction BTEC level. We also had some students who did not attend for all GCSE English and Maths papers which impacted their results and outcomes despite staff visiting the homes on Exam mornings to encourage and motivate them.

All PP children gained at least one GCSE qualification with 8 others leaving school with 8 additional qualifications.

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

- Catch-up sessions were offered to all PP children to facilitate progression towards their target grade with children attending on an ad-hoc basis which hindered impact. One student was a school refuser but due to the catch up and 1:1` sessions offered outside of school hours managed to gain qualifications in both Maths and English functional skills which enabled him to access College.
- PP children demonstrated and shared that their ability to interact and communicate pro-socially had been developed. Many had raised self-esteem and wellbeing through competing Enrichment activities at Lunchtime and after school as well as accessing work experience placements and College provision. This has provided them with a more confident approach in accessing their Post 16 provisions. Two students from this year also had long term work experience placements which helped prepare them for the transition from secondary to post 16 whilst providing invaluable life skills in the word of work.
- Breakfast made available to all children on arrival to school and once a week hot breakfast provided-meeting basic needs to prepare children for learning.

- CPD – Staff training on SEND had a focus throughout the year as ADHD, ASD and Attachment and trauma session were delivered to all staff to develop their skills and knowledge in how best to support the children with these needs.
- School uniform and clothing/ equipment for specific learning provided to PP children to ensure all children can engage and access their learning. Children often came in requiring uniform support and replacements throughout the year.
- Woollam Crescent site offered additional qualifications at Level 2 to provide access and a wider curriculum for all children at Woollam- one student gained a Level 2 qualification in Babysitting this year which was an interest of hers.

PP Action Plan for 2025/26

The main areas of focus in 2025/26 continue to improve the attendance and attainment of Pupil Premium children and overcome barriers to learning are set out below:

- Continue to improve attendance for PP children through improved attendance initiatives, school cooked lunches, incentives and support for the families of PP children.
- Specific Senior staff have had training on the Early Help Module system to be able to take the role of Lead professional on a TAF to enable the families to access Early Help whilst being supported by the school and other professionals. Having a holistic approach to support can help provide better outcomes for the children both socially, emotionally and academically.
- Develop and introduce KS3 and KS4 Language and Communication Intervention. This is a 6 week Intervention designed to help develop use of prosocial language, provide strategies on how to ask for support/help in the classroom and develop confidence. This will be trialled with a small group in the Autumn term and delivered by SENCo which will then be made accessible to all children who would benefit.
- Embed the new GCSE English 2.0 course to enable ease of access to all children completing GCSE English and improve outcomes for all. Three Optional Vocational courses are chosen by Year 11 to help develop and deepen subject knowledge to provide better outcomes. Year 11 children are also offered additional qualifications if they have specific abilities or skills in certain areas, e.g. a previous child completed Polish GCSE as this was his first language.
- PP children attending our Woollam Crescent site will have a widened curriculum offer and bespoke provision to enable success which includes having specialist teachers deliver part of the core and vocational offer from Hixberry Lane site alongside vocational qualifications.