

## Pupil Premium Strategy Statement 2025-2026

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	Funded for 52 pupils* (*the number of pupils on roll fluctuates throughout the year due to the nature of the provision)
Proportion (%) of pupil premium eligible pupils	65% (of those currently on roll)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£27,600</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our intention is that all pupils who attend Links Academy Hatfield, irrespective of their background or the current challenges they face, have the opportunity to achieve well and attain positive academic outcomes across the curriculum.

All pupils who attend Links Academy Hatfield have been unsuccessful in their mainstream schools and, to this end, are all disadvantaged. The focus of our pupil premium strategy is to support all pupils, whether deemed to be disadvantaged or not, to achieve the goal of achieving positive academic outcomes.

Many of our pupils have additional social, emotional and mental health (SEMH) needs or vulnerabilities - such as those who have a social worker and young carers - which can reduce their ability to fully engage with the curriculum and additional support offered.

We will work with our pupils to break down barriers and provide the correct support to ensure that they are in a position to access the high-quality teaching on offer. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all. Through this approach, we hope to build aspiration and ambition for all of our pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. The strategies that we use to support our pupils include:

- Conducting diagnostic assessments, on entry to Links Academy Hatfield, to fully understand pupils' needs
- Ensuring that the curriculum is sufficiently challenging
- Ensuring that staff are coached and supported to maintain high quality teaching
- Discussing pupils at weekly staff meetings
- Providing weekly mentoring sessions for pupils with a designated member of staff
- Engaging with external agencies to provide the necessary support for pupils

## Challenges

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

Challenge number	Detail of challenge
1	Links Academy Hatfield works with the most vulnerable pupils, all of whom have had a negative experience of the school system, prior to joining our school. It is essential that staff are supported to develop positive relationships with pupils and that high quality teaching and the correct interventions are in place to address gaps in learning and enable the best possible academic outcomes for all pupils.
2	Attendance is an ongoing challenge at Links Academy Hatfield; it can be sporadic due to challenging or changing home environments and individual needs. Poor attendance negatively impacts learning outcomes and exam results. The Trust Attendance Officer closely monitors attendance and liaises with the senior leadership team, pupils and parents to attempt to break down attendance barriers.
3	Pupils often arrive at Links Academy Hatfield with significant social, emotional and mental health (SEMH) needs, with most having experienced some form of trauma. This can have a negative impact on attendance, self-regulation and engagement with learning. The challenge is to ensure that staff receive appropriate training and that the correct external support is in place to allow each pupil to be in the best possible frame of mind to learn and to behave optimally.
4	Parents have often had poor experiences of the school system, either themselves directly or through their own children. They can, therefore, be distrusting of school and reluctant to engage positively. Links Academy Hatfield strives to build robust relationships with parents, which will reverse the negative cycle and have a positive impact on pupils.
5	Pupils are often in low-income households, which means that they may not have the resources to access enrichment opportunities. All pupils at Links Academy Hatfield will have the opportunity to attend educational visits, as part of the curriculum, and reward trips for good attainment and behaviour. This will broaden the life experiences of our pupils and improve overall SEMH and wellbeing. In addition, pupils often lack aspiration, so it is vital that we continue to provide the correct careers guidance to enable all pupils to be successful at our school and beyond.

## 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
Continue to ensure that pupil premium pupils perform in-line with non-pupil premium pupils.	Academic data and exam results demonstrate that there is no gap between pupil premium pupils and non-pupil premium pupils.
Ensure that all pupils' attendance is good and that any barriers to attendance are addressed in liaison with parents and our Trust Attendance Improvement Officer. Ensure that	Attendance levels improve from the previous academic year and are higher than the national figure for similar schools (57.5%*).

pupils feel welcomed at school and that they feel a part of the wider school community in order to encourage good attendance.	<p>Persistent Absence (PA) figure below the national figure for similar schools (82.7%*).</p> <p>Severe Absence (SA) figure below the national figure for similar schools (39.2%*).</p> <p>All pupils receive the necessary uniform and school meals.</p> <p>(*DfE attendance figures for PRUs – National data Full year (2023-24) – released March 2025)</p>
Pupils are correctly supported with their SEMH needs to allow them to thrive in school.	Pupils have access to school staff and appropriate external agencies in order to provide targeted support for their SEMH needs, leading to improved attendance, a reduction in behavioural issues and suspensions, improved academic outcomes and improved self-esteem and wellbeing.
Improved parental engagement.	Improved behavioural outcomes, a reduction in suspensions and an improvement in academic outcomes for pupils. Increased opportunities for parents to attend school to build positive relationships and improved attendance at these events.
To enhance pupils' personal development through educational visits, rewards trips, careers guidance and work-experience.	All pupils attend educational trips and visits throughout the year, as part of the curriculum and as a reward for achievement and behaviour. All pupils have access to independent careers guidance and work experience opportunities relevant to their age. Pupils develop life ambitions and aspirations.

## 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: £2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPDL for teaching staff, which draws on the latest	<a href="#">EEF Effective Professional Development</a>	1, 3

research, to continue to improve the quality of teaching and learning.	<a href="#">High-quality teaching   EEF</a>	
Embedding metacognitive strategies/practices into lessons and curriculum planning.	<a href="#">EEF metacognition and Self Regulated Learning</a>	1, 3
To provide specific CPDL for non-specialist staff, to enhance the quality of teaching and learning.	<a href="#">EEF Effective Professional Development</a>	1

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading interventions to increase pupils' reading comprehension, fluency and reading age, identified through baseline assessments upon entry to the school.	<a href="#">EEF Reading Comprehension Strategies</a>	1
Targeted maths interventions to address gaps in prior learning, identified through baseline assessments upon entry to the school.	<a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	1

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased opportunities to attend events at school to improve	<a href="#">Parental engagement   EEF</a>	1, 2, 3, 4

parental engagement through developing positive relationships, leading to improved attendance, academic outcomes and improved pupil behaviour.	<a href="#">Supporting attendance   EEF</a>	
Staff to receive training in Therapeutic Thinking - develop positive relationships and manage behaviour effectively by supporting pupils' mental health and wellbeing.	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>  <a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a>	1, 3
To improve pupils' attendance by removing barriers and improving the relationship between home and school. School uniform and food to be provided to ensure that pupils are in the best possible position to learn. Good attainment and behaviour to be rewarded through our Character School system.	<a href="#">Supporting attendance   EEF</a>  <a href="#">Character Education - Framework Guidance - GOV.UK</a>	1, 2, 3, 4, 5
To ensure that pupils' SEMH needs are supported in school with the correct support from school staff and external agencies.	<a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK</a>	1, 2, 3
To provide personal development opportunities throughout the academic year, including careers education and guidance, trips and visits.	<a href="#">Character Education - Framework Guidance - GOV.UK</a>	1, 2, 3, 4, 5

**Total budgeted cost: £27,600**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Academic Outcomes

- 100% of PP pupils achieved at least 1 GCSE grade 9-1
- PP pupils outperformed non-PP pupils with 3+ High Quality Level 2 qualifications
- 73% of pupil premium children achieved a grade 1-9 in English and Maths
- 64% of PP pupils achieved 5 GCSE grades 9-1 v 45% of non-PP pupils

#### Attendance

- Attendance for PP pupils was in line with non-PP pupils
- Uniform, breakfast, break snacks and lunches were provided for all pupils
- Rewards, such as trips and special lunches, improved pupils' enjoyment of school and contributed to attendance
- Transport was provided, where needed, to boost attendance
- Trust attendance officer regularly liaised with parents to reduce attendance barriers

#### Actions to support SEMH

- Uniform, breakfast, break snacks and lunches were provided for all pupils
- Access to a life coach and mental health support were provided for all pupils
- A mentor was provided for all pupils with scheduled, weekly meetings
- Pupils attended trips to reward positive behaviour and achievement
- Supporting mental health and attendance booklets provided for parents

The current strategy is for the 2025-2026 academic year, therefore, this is in its infancy and it is difficult to comment on the intended outcomes at this time. It is envisioned that aspects of this strategy will extend into future academic years, as part of a longer-term approach to improving the outcomes for disadvantaged pupils.