



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2025 to 2026 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 £1075 per head.

Children Looked After (CLA) or ceased to be CLA are funded £2630 per head.

Service children are funded £350

### School Overview

Detail	Data
School name	Links Academy St Albans
Number of pupils in school	26
Proportion (%) of pupil premium eligible pupils	46.2%
Academic year/years that our current pupil premium strategy plan covers	25/26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,215
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£27,215

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Links Academy our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. 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 disadvantaged 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.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## 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/ad hoc attendance due to changing and/or challenging external environments impact behaviour, attendance and learning outcomes. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress will be lower than peers if they do not access their education provision.
2.SEMH/Communication needs	Social, Emotional and Mental Health needs have an impact on all areas of learning and can significantly hinder progress both Academically and Socially. Our assessments, observations and discussions with children show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including, limited language and social interaction difficulties.

3.Literacy and Numeracy ability	Children tend to have significant gaps in learning when they arrive at Links Academy with both low literacy and numeracy levels.
4. Developing cultural capital and wider engagement with stakeholders	Through observations and conversations with pupils and their families, we find that disadvantaged children generally have fewer opportunities to develop cultural capital outside of school. raining sessions/workshops and school initiatives regarding prevalent needs, e.g. anxiety, access arrangements, SEND are offered to Parents/Carers who may not access the support on offer

## 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 children	All children to have an attendance figure of over 95%
Targeted support to meet SEMH/SEND needs of children	Children will engage with relevant external specialist support Children will raise achievement points gained whilst demonstrating school character traits of resilience, responsibility and respect and embed the Character school traits. SEND Mental Health Support Team Practitioner embedded within the setting to support children, staff and parents/carers at all sites.
Improved basic reading/spelling and writing skills through specific targeted interventions and resources.	PP children in Yr 11 will all achieve a qualification in GCSE Maths and English KS3 children will gain functional skills qualification in Maths and English. Gap between PP and Non PP children to reduce
Children in KS4 to gain Level 2 qualifications in all taught subjects alongside further preparatory activities for formal examinations.	PP children will gain Level 2 qualifications in more than 2 core subjects. Children will have an opportunity to access mini, formal assessments in Maths, English and Science to develop exam technique and build self confidence

## 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
CPD training for teaching staff regarding data and target setting. CPD for all KS3 staff regarding assessment CPD for all staff reviewing expectations for all PP children whilst identifying the potential barriers to learning. (£5000)	Staff to raise expectations for children through a supportive but challenging teaching approach. Mentoring must also reinforce high expectations and motivate children to succeed.  Course content needs to be accessible for all children and in line with course specification. Assessment within the KS3 curriculum needs to demonstrate explicitly what the children can access and what gaps/barriers to learning are.	3. 4. Whole cohort
Therapeutic Thinking Training for Lead Practitioner and Deputy (£750)	Therapeutic Thinking has been embedded in our whole school approach and provides staff with tools to communicate with children who are dysregulated or require emotional wellbeing support. This requires staff to be trained annually to continue to embed our excellent practice.	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
Increasing specialist teacher delivery to children at Woollam Crescent site (£2,000)	Science and other Vocational subjects will be added as part of the curriculum at Woollam for KS4 children to close the gap between all three core subjects.	2. 3. Children accessing Woollam Crescent site
KS3 Targeted Language Programme training and resources (£500)	Non PP children have improved language and communication skills through completing the intervention.	3. ALL PP children who have a reading age below 10 years or language and communication needs
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 children	3. 4. Children 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
Attendance Initiative- weekly recognition for 100% attendance within school (£195)	Children have demonstrated that they are motivated by Tangible and Intrinsic rewards/responses.	1.
Subsidised breakfast/break time snacks for PP children and also providing Free School Meals. (£4,605)	All PP children are offered healthy breakfast and break time snacks daily. A healthy lunchtime meal is also provided for all PP and FSM children.	2. 3. Whole cohort
Counselling and Therapeutic Intervention for PP children. (£3000)	All PP children will have access to a form of Therapeutic intervention if an SEMH need is identified.	2. Accessible to all children who have an identifiable SEMH need/CLA or have experienced Trauma
Uniform is provided to all PP children (£1500)	Children 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 children. 100 First Mentoring scheme (£6,000)	All children are given opportunities for further enrichment activities through lunchtime and after school clubs. Work experience for KS4 children is personalised and College placements are also offered on an individual basis.  Year 11 PP students have access to the 100 First Mentoring scheme to help develop life skills, emotional regulation support and highlight the value and importance of giving back to the community as part of preparation for post 16.	1. 2. 3. Whole cohort
Services for Young People (£3150)	All KS4 children 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 children.	1. 2. All KS4 children

**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 2024 to 2025 academic year.

Aim	Outcome
Improved attendance tracking for PP pupils through improved attendance intervention	<p>Attendance Officer has produced new Attendance policy with an absence procedure system across the school to help provide, robust, clear guidance to all stakeholders in improving attendance.</p> <p>Termly attendance meetings with parents/carers occur to set attendance targets, if necessary, whilst also identifying 'push and pull' factors to school which has helped staff identify immediate barriers and put relevant support in place.</p> <p>Daily follow up for any absence through text/email and call before 9:30am which has allowed us time to then act accordingly to get the child in school for the duration of the day.</p> <p>Attendance meetings with Pastoral/SLT will occur if attendance declines- frequency of meetings will vary but have been less frequent due to internal weekly attendance meeting with Attendance Officer and SLT member.</p> <p>Children were invited to 'attendance lunches' half termly as an acknowledgment that their attendance had improved. This provided motivation for children and also was also used to help reinforce that a tangible reward was available if children attended. This then helped staff to promote the value of attending whilst the children were eating lunch and receiving their reward .</p>

	<p>Attendance was 56.2% for 24/25 for St Albans overall. The cohort had children on reduced provision with PSPs, due to a range of factors, and when including the PSP provision data we increase to 70.8%.</p> <p>Attendance remains an ongoing priority for improvement for all of our children at Links Academy.</p>
Targeted support to meet the SEMH needs of children.	<p>Children engaged with external professional support in varying forms. Staff facilitate safe spaces, offer support in joining the sessions, liaise with parents/carers in advance of the external visit to help encourage the children to attend and engage.</p> <p>Children are able to demonstrate the character traits of resilience, respect and responsibility in all areas of school and outside which are modelled on a daily basis by all of the staffing team.</p> <p>We transferred from the MHST (NHS) to the SEND MHST (NHS) throughout the academic year. This is because we identified that the needs of our cohort and parents/carers would be better met with a Practitioner who had an awareness and understanding of SEND. The support has provided targeted work for individual children, small group work and also 1:1 sessions for some parents and careers whom requested to extend the support after the 6 sessions. The MHST Practitioner also supported individual staff members.</p>
Improved basic reading and number skills through specific targeted inventions- That Reading Thing and Literacy Carousel lesson	<p>The Literacy Carousel lesson was added to KS3 English lessons and was delivered once weekly to a group of KS3 learners. The children bought into the session content and an engagement in lesson attendance was evident for that group alongside an improved attitude to literacy.</p>

	Attendance is an ongoing issue for many students so adapting our approach to delivery of this session is a priority for 25/26.
Children in KS4 to gain Level 2 qualifications in all taught subjects alongside further preparatory activities for formal examinations.	Children have access to a range of GCSE and Vocational courses. All PP children last year gained at least one Level 2 qualification apart from two children whose attendance was a significant concern.

## 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 24/25	

## 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 children.
What was the impact of that spending on service pupil premium eligible pupils?	n/a