



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 £985 per head.

Children Looked After (CLA) or ceased to be CLA are funded £2410 per head.

Service children are funded £320

School Overview

Detail	Data
School name	Links Academy Hatfield
Number of pupils in school	37
Proportion (%) of pupil premium eligible pupils	70.27%
Academic year/years that our current pupil premium strategy plan covers	23/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ben Rice
Pupil premium lead	Natalie Radmore-Welch
Governor / Trustee lead	Matthew Gauthier

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,650
Recovery premium funding allocation this academic year	£4,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,550 (projected)

<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>	
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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 improve impact and use of ICT software-Google classroom, teaching and learning through application of therapeutic approaches

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. <ul style="list-style-type: none">- Ensure consistent tracking of attendance- Use of school transport to assist where possible- Attendance intervention; school cooked lunch, attendance meals and other incentives
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. <ul style="list-style-type: none">- Enhance PP self-esteem and wellbeing by increasing opportunities for positive social interactions in school and in the community- Support with social interaction through break times and lunch time activities.
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. <ul style="list-style-type: none">- Targeted intervention (That Reading Thing) aimed to close the gap for PP and non PP.
4. Staff Training	Staff will provide ICT support/training for the students in using Chromebooks and ICT tools within the classroom to enhance learning and accessing the curriculum.

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 needs of students	Students will engage with relevant external specialist support Students will raise achievement points gained All students will demonstrate character traits of resilience, responsibility and respect and embed the Character school traits Mental Health Support Team Clinician within the setting to support students and staff at all sites Attachment and trauma informed practice to be developed and embedded across the site.
Improved basic reading and number skills through Specific targeted Interventions- That Reading Thing and 1:1 Targeted Teaching	PP students in Yr 11 will all achieve a qualification in GCSE Maths and English KS3 students will gain functional skills qualification in Maths and English. Gap between PP and Non PP students to reduce
Students in KS4 to gain Level 2 qualifications in all taught subjects alongside further preparatory activities for formal examinations.	PP students will gain Level 2 qualifications in more than 2 core subjects. Students will have an opportunity to access mini, formal assessments in Maths and English 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: £ 10,600

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 using Google classroom and Chromebooks to provide PP students access to the curriculum through ICT.</p> <p>CPD for all staff reviewing expectations for all PP students whilst identifying the potential barriers to learning.</p> <p>(£10,000)</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>Whole cohort</p>
<p>Staff teaching new Level 2 courses will require training and support</p> <p>(£600)</p>	<p>Staff will need training and support in delivering new course content and creating new schemes of work and assessment to support Level 2 courses</p>	<p>Option subjects</p>

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

Budgeted cost: £2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To adapt and improve Curriculum resources across the site.</p> <p>(£1,000)</p>	<p>With the introduction of new courses these need to be resourced to support teaching and learning.</p>	<p>Students accessing new options within the curriculum.</p>
<p>That Reading Thing Intervention</p> <p>(£300)</p>	<p>Non PP students have improved reading ages through completing the intervention.</p>	<p>ALL PP students who have a reading age below 10 years.</p>
<p>Thrive</p> <p>(£1,000)</p>	<p>Introduction of new SEMH based intervention to support students with strategies of support and an ability to develop SEMH needs.</p>	<p>Whole cohort in time</p>

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

Budgeted cost: £ 22,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Links Academy Hatfield to become an Attachment and Trauma aware setting and to provide Counselling and Therapeutic Intervention for PP students. (£6,800)	Raising staff awareness and understanding of how attachment disorder and students experiencing trauma can significantly impact learning and behaviour. Developing staff with new skills and strategies to support students with SEMH needs. All PP students will have access to a form of Therapeutic intervention if an SEMH need is identified.	Whole cohort Accessible to all students who have an identifiable SEMH need or Traumatic experience.
Duke of Edinburgh award will be made accessible to all PP students (£1000)	Students will be provided with an opportunity to gain an additional DofE award and develop a range of transferable skills.	Whole cohort
Subsidised breakfast/break time snacks for PP students and also providing Free School Meals. (£3,600)	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.	Whole cohort
Uniform is provided to all PP students (£1200)	Students are given Polo shirts and a Jumper on arrival to prepare them for school and preventing uniform challenges.	Whole cohort
Enrichment activities such as, College/Work experience placements will be provided for all PP students. (£1000)	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.	Whole cohort
Services for Young People (£9000)	All Yr 11 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 provide and accessible throughout the whole year for both staff and students.	All Yr 11 students

Total budgeted cost: £ 35,500

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 2021 to 2022 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 64.5% in the Summer term -this will be monitored termly</p>
In depth tracking and analysis of PP attainment data	<p>Student's attainment data is monitored every half term.</p> <p>Targeted student solution focused meetings occur weekly to discuss students' progress and needs to allow for in depth monitoring and tracking to which all teaching staff input.</p> <p>Daily check-ins with Form tutors and Pastoral team also allow for analysis of need which has an option to hinder attainment.</p>

Build social interaction skills to raise self-esteem and wellbeing for SEMH PP students through offering Enrichment classes during lunchtime and after school	This will continue to be a focus for the Academic year 2023/24 where enrichment clubs have already begun.
Develop staff awareness and accountability of identifying and addressing PP barriers to learning.	<p>Training has been given to the whole staff during Twilight sessions regarding Adverse Childhood Experiences and STEPS approach which has been put into practice.</p> <p>Solution focused meetings occur weekly where staff have to complete documentation regarding the support offered for the students and record and review the impact it is having and how to adapt our practice.</p> <p>Throughout the year we developed further our therapeutic approach and by the end of the summer term there were positive “shoots of growth” emerging and a calmer atmosphere around the site.</p>

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 22/23	

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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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