



Pupil Premium Policy

February 2026

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Important contacts

| ROLE/ORGANISATION | NAME | CONTACT DETAILS |
|---|-------------------|--|
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| Director – Education Services | Andrew Sutherland | Andrew.Sutherland@caretech-uk.com 07701314378 |
| Regional Lead Education | Richard George | Richard.george@cambiangroup.com |
| Quality Improvement Lead | Tonia Lewis | Tonia.Lewis@cambiangroup.com 07860188746 |
| Local Authority Designated Officer (LADO) for Lancashire County Council | Tim Booth | Tim.booth@lancashire.gov.uk 01772 536694 |
| Lancashire County Council – Multi-Agency Safeguarding Hub (MASH) | | 0300 123 6720 0300 123 6722 (out of office hours) |
| Local Authority Designated Officer (LADO) for Blackpool Council | Amanda Quirke | Amanda.quirke@blackpool.gov.uk 01253 477541 |
| Blackpool Council – Multi-Agency Safeguarding Hub (MASH) | | 01253 477299 |
| Channel helpline | | 020 7340 7264 |
| Prevent / Channel Referrals | | concern@lancashire.pnn.police.uk |

Our School

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centered curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools' purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out **how the school will make decisions** on pupil premium spending
- **Summarise the roles and responsibilities of those involved** in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium [Pupil premium: allocations and conditions of grant 2025 to 2026 - GOV.UK](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

3. Purpose of the grant

The Pupil Premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for Pupil Premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

4. Use of the grant

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF [guide published by the Education Endowment Foundation \(EEF\)](#).

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, Social, Emotional and Mental Health (SEMH) difficulties and attendance and punctuality issues. There may also be complex family situations and/or specific learning needs identified in documents such as Educational Health Care Plans (EHCP) that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and difficulties across the school.

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies. The

tiered approach aligns with the DfE strategy template, and ‘menu of approaches’, so school leaders can be confident that their school improvement approach meets the needs of their pupils and fulfils the expectations of the Pupil Premium strategy document.

At Linton School we use Pupil Premium in the following three ways:

- High quality teaching
 - ✓ All teachers have access to a range of continuing professional development including training provided both internally and externally by professionals, Local Authorities and recognized companies/training providers etc.
 - ✓ We support all of our Early Career Teacher's (ECT) by enrolling them on recognised pathways and ensuring training needs are identified and addressed through

Spending on developing high quality teaching may include investment in professional development, training and support for Early Career Teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium spending.

- Targeted academic support
 - ✓ All young people at Linton School have access to a curriculum that is tailored to meet their needs through a range of baseline assessments when they first start and on-going assessments throughout each academic year. These assessments highlight strengths and areas of difficulty which can then be used to formulate a curriculum which is designed to meet their needs and fill any missing educational gaps.
 - ✓ As well as bespoke curriculums teachers meet with the Senior Leadership Team (SLT) termly and discuss those children who need specific interventions for targeted areas of the curriculum. These interventions are carried out daily/weekly by trained staff.
 - ✓ Specific equipment is also considered to make the curriculum more accessible for all students and young people which is inline with Educational Health Care Plans and from our own internally assessments.

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective Pupil Premium strategy.

- Wider strategies
 - ✓ Attendance – Linton School provides transport for a number of pupils who may otherwise struggle to make their own way into education or would not access transport organized by the Local Authority by means of taxi's etc. By having reliable staff, who the young people know collecting and dropping off

- at regular times increases attendance and ensures consistency for the students.
- ✓ Behaviour – Linton School has high expectations for behaviour and all staff receive training and mentorship on managing behaviours. We start by ensuring we know as much about the young people as possible, adapting plans and creating bespoke behaviour plans to meet their needs and finally focus on positive praise throughout the school day, which leads to ‘rewards’ which is held on a Friday afternoon where pupils are celebrated with their choice of rewards.
- ✓ Social and emotional support – We have a dedicated and well-trained pastoral team who support the young people, deliver 1:1 sessions, liaise with families/homes to ensure that the young people and their families feel supported. This then allows children and young people to feel ready for learning and increases engagement and progress.

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment.

Our use of the Pupil Premium and activities align with the DfE’s ‘menu of approaches’ more information can be found on page 7 of [Using Pupil Premium: guidance for school leaders \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/using-pupil-premium-guidance-for-school-leaders).

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra 1-to-1 or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with Maths or Literacy)
- Providing extra tuition where needed (for example, ahead of national assessments such as SAT’s or GCSE’s)
- Funding educational trips and visits
- Funding English classes for children who speak another language

We will publish our strategy statement on the school’s use of the Pupil Premium in each academic year on the school website, in line with the DfE’s [guidance on using the Pupil Premium](https://www.gov.uk/government/publications/using-pupil-premium-guidance-for-school-leaders) and using the templates on GOV.UK.

5. Pupil Premium Plus

This refers to the portion of the Pupil Premium grant based on the eligibility of children who are looked-after by the Local Authority, or were previously looked-after. As for all eligible pupils, it is not a personal budget for individual children.

Looked-after children

Pupil Premium allocations based on the eligibility of looked-after children are managed by the Local Authority’s Virtual School Head.

Linton School's designated teacher should work with Virtual School Heads to ensure Pupil Premium benefits looked-after children in your school, in line with their Personal Education Plans (PEP's).

Local Authorities are expected to release these payments as soon as possible to schools, but they may choose to retain a portion of it to fund activities that will benefit a group, or all, of the authority's looked-after children.

Previously looked-after children

Pupil Premium based on the eligibility of previously Looked-After Children (LAC) is part of Linton School's Pupil Premium allocation.

The designated teacher has a key role in ensuring the specific needs of previously looked-after children are reflected in how you use your Pupil Premium.

Linton School's designated teacher will:

- ensure adoptive parents and guardians are aware that they can declare their child eligible for pupil premium and work with them in deciding how the funding should be used
- consult the Virtual School Head on how to use the funding effectively, where appropriate
- be the main contact for queries about how Pupil Premium funding is being used to support previously looked-after children

6. Eligible pupils

The Pupil Premium is allocated to the school based on the number of eligible pupils.

Eligible pupils fall into the categories explained below.

6.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

6.2 Looked-After Children

Pupils who are in the care of, or provided with accommodation by a Local Authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of

the current year based on the children looked-after data return in March of the current year.

6.3 Post looked-after children

Pupils recorded in the most recent January census who were looked after by an English or Welsh Local Authority immediately before being adopted, or who left Local Authority care on a Special Guardianship Order (SGO) or child arrangements order.

6.4 Ever 6 service children

Pupils recorded in the most recent January census:

- With a parent serving in the regular armed forces
- Who have been registered as a ‘service child’ in the school census at any point in the last 6 years (as determined by the DfE’s latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

7. Roles and responsibilities

7.1 Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with Virtual School heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school’s use of the funding
- Reporting on the impact of Pupil Premium spending to the governing board on an ongoing basis
- Publishing the Pupil Premium strategy statement on the school’s use of the Pupil Premium in each academic year on the school website, in line with the DfE’s [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

7.2 Proprietor / Proprietor Representative

The Proprietor / Proprietor Representative is responsible for:

- Holding the Headteacher to account for the implementation of this policy
- Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant

- Monitoring the attainment and progress of pupils eligible for the Pupil Premium, in conjunction with the Headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the Pupil Premium
- Challenging the Headteacher to use the Pupil Premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

7.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the Pupil Premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium, and highlighting these individuals to the Senior Leadership Team
- Sharing insights into effective practice with other school staff

7.4 Virtual School heads

Virtual School Heads are responsible for managing Pupil Premium funding for children looked after by a Local Authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the Local Authority
- Making sure methods for allocating and spending ensure that Looked-After Children benefit without delay
- Working with each looked-after child's educational setting to put together a Personal Education Plan, agree how Pupil Premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how Pupil Premium funding is raising the achievement of looked after children
- Virtual School Heads are in charge of promoting the educational achievement of all the children looked after by the Local Authority they work for.

8. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the Proprietor / Proprietor Representative.

The next review of this policy will be February 2027.

9. Links to other policies

- Safeguarding and Child Protection policy
- Attendance policy
- Behaviour and Positive Handling policy
- Safe Recruitment policy
- Curriculum policy
- Additional Learning Needs policy

Appendix 1: Pupil premium strategy statement – Linton School

This statement details our school's use of Pupil Premium (and recovery 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 | 12 |
| Proportion (%) of pupil premium eligible pupils | 58% |
| Date this statement was published | 01.02.2026 |
| Date on which it will be reviewed | February 2027 |
| Statement authorised by | Sean Di Sora |
| Pupil premium lead | Sean Di Sora |
| Proprietor / Proprietor Representative | Richard George |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £0.00 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2025/26 cannot be carried forward beyond August 31, 2026.</i> | £0.00 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0.00 |
| Pupil premium plus funding allocations this academic year | £0.00 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £0.00 |

Challenges

This details the key challenges to achievement that we have identified among the pupils at Linton School.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Due to Additional Learning Needs and Social, Emotional and Mental Health difficulties these young people make less academic progress. |
| 2 | Influence of factors outside of the school environment can have a negative impact on attendance and overall engagement. |
| 3 | Children make less progress in larger groups and often have large gaps in their learning requiring specific, targeted 1:1 teaching and support. |
| 4 | Children with an EHCP are less likely to attend/access Post-16 provisions than those children who do not have an EHCP. |

Intended outcomes

This explains the outcomes we are aiming for by the end of 2025-2026, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| Improved engagement/progress for all students in all areas of the curriculum. Closing the gaps in Literacy and Numeracy, ensuring all young people leave Linton school with functional English and Math skills. | <ol style="list-style-type: none">1. All young people make at least expected progress during this academic year.2. All young people make accelerated progress in English and Math.3. All young people leave Linton School with functional English and Math skills and where appropriate recognized qualifications within these subjects. |
| Improved understanding of how to self-regulate and manage emotions in a variety of different situations. | <ol style="list-style-type: none">1. Less incidents recorded on our monitoring systems.2. Young people participate in learning off-site responsibly.3. Progress towards EHCP outcomes.4. Positive future destinations. |
| Positive destinations for all young people when leaving Linton School and sustaining this for the duration of their chosen career/course. | <ol style="list-style-type: none">1. Positive future destinations.2. Attending the place of work / college / learning environment regularly. |

Expenditure 2025-2026

This details how we have spent the Pupil Premium Plus funding for the academic year of 2025-2026.

| Activity | Evidence that supports this approach | Funding |
|-----------------|---|----------------|
| | | |
| | | |

Total cost: £0.00

Total being carried forward to 2026-2027: £0.00