

Lindsworth School Pupil Premium Strategy Statement 2022-2023

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lindsworth School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	81.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Kate Beale, Headteacher
Pupil premium lead	Julie Coombs Assistant Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97046
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17039
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£114085

Part A: Pupil Premium Strategy Plan

Statement of intent

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 (and those who join us at similar starting points), 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 that 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.

As an SEMH school, we will also focus on supporting our disadvantaged pupils with the support they require to develop their social and emotional skills, alongside independent life skills, as well as ensuring that careers guidance and further 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	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects

	compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension and vocabulary difficulties compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal cues, limited language and social interaction difficulties.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around emotional regulation than their peers, including emotional literacy, managing their emotions and generalising learning around emotions.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
7	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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 attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between

specific texts with challenging terminology.	disadvantaged pupils and their peers in our school.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHCP termly outcomes. Through observations and discussions with staff, pupils and their families.
Pupils can use a range of strategies to support and develop their ability to regulate their emotions	Through achievement of EHCP termly outcomes. Through observations and discussions with staff, pupils and their families.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to or further education at the end of KS4 in the same numbers as their peers.

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of remote education post	There is strong evidence that school closures have a potentially devastating impact on learning. https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning	1, 7
Additional staff training around cognition and learning, with focus on interleaving and input from Educational	Impact of questioning, spacing, interleaving on pupil progress, as per Rohrer and Taylor, 2007 and Evidence from cognitive science suggests	1, 2, 3, 4, 6, 7

Psychologist	that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT interventions around vocabulary, students to receive 2 x 20 min weekly	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Center on Improving Literacy	2, 7
Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	7

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

Budgeted cost: £35, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as a sensory room, weighted blankets, sensory box and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3, 7

<p>Enhancing Social communication provision and understanding for PP learners, including staff training and Centre of Excellent Talkabout programme, and PAL time of 1 hour for 2 staff per week, per class (30 hours/week) for TalkAbout</p>	<p>We have observed that pupils require explicit social communication training, as stated in their EHCPS</p>	<p>3, 4, 6, 7</p>
<p>Programme working with parents and carers to develop effective home learning environments and increased self-expression. (SALT session; ZoR)</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC</p>	<p>3, 4, 7</p>
<p>Training Year 11 Functional Skills pupils to use public transport. This will involve CPD and release time for two staff members.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p>	<p>4, 5, 6, 7</p>

The above is inclusive of all materials and resources required to implement strategies.

Total budgeted cost: £115, 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 2021 to 2022 academic year.

Internal data evidences the impact additional literacy and numeracy support yielded. Pupils continued to make small increments of progress, allowing for baselines to be set across subject areas for continued progression at transition points. Some pupils were able to move up class sets, with others moving into a smaller, more nurturing group to meet their needs. The impact of Covid- 19 continues to play a part in pupil's learning journeys and staff are mindful of this in their planning and delivery. Across the year, additional CPD was given to staff by a number of professionals, including around self-regulation, developing pupil's cognitive load and common language across the school site. Following on from the Covid-19 disruption of the previous year, young people continued to be affected due to school closures, making this CPD more worthwhile than ever. Some of this CPD was not able to be put in place and therefore implemented as a result.

Significant support from the Speech and Language Therapist for one full day per fortnight allowed young people to have effective intervention and develop both expressive/ receptive language, alongside their emotional literacy. A focus on vocabulary supported young people with the curriculum, increasing engagement in Science lessons and assessments.

Social Communication discrete sessions were introduced onto the timetable, with success in a number of areas. Pupils are starting to learn the language to express how they feel, along with gaining enhanced self- esteem and developing social skills, allowing friendships to further develop.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.