

Lindsworth School Pupil Premium Strategy Statement 2023-2024

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	140
Proportion (%) of pupil premium eligible pupils	84%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	May 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kate Beale, Headteacher
Pupil premium lead	Julie Coombs Deputy Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,605
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£64,111 TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£173, 716

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
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Initially, we will strive to support pupils in attending school, making it an accessible place for them not just to learn but to thrive. 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.
8	Emotionally Based School Avoidance is a barrier for many of our pupils. Disadvantaged pupils have greater challenges around attendance in general and with the additionality of Social, Emotional and Mental Health Needs, this is prevalent for our young people.

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
<p>Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.</p> <p>Develop teaching practice through Rosenshine's stages of practice, allowing knowledge to be securely embedded in pupil's long term memory.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the number of disadvantaged pupils entered for GCSE subjects. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.</p> <p>Increased number of pupils entered for Functional Skills Courses at EL3 and above to ensure success matched to ability.</p>
<p>Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.</p>	<p>Increased reading ages, following additional intervention and support</p>
<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Robust intervention in place for targeted young people, including weekly TalkAbout sessions.</p> <p>Through achievement of EHCP termly outcomes.</p> <p>Through observations and discussions with staff, pupils and their families.</p>
<p>Pupils can use a range of strategies to support and develop their ability to regulate their emotions</p>	<p>Reduction in behaviour logs for young people having intervention and support. Use of Inclusion reduced for a behaviour type, following intervention.</p> <p>Robust intervention in place for targeted young people.</p> <p>Through achievement of EHCP termly outcomes.</p> <p>Through observations and discussions with staff, pupils and their families.</p>
<p>Pupils identified as Gifted and Talented will have enhanced attainment</p>	<p>All G&T pupils will have additional support and focussed challenge to enable them to make enhanced progress in their talented area.</p>
<p>All pupils to have a smoother transition</p>	<p>The curriculum will show clear</p>

from Key Stage 2 to Key Stage 3, with no 'drop off' once they join Year 7	<p>progression from KS2- KS3, allowing pupils to continue their progress journey, evidenced by data in the second half term.</p> <p>Pupils are able to settle more quickly in the first half term.</p>
Disadvantaged pupils feel better prepared for career progression opportunities through mentoring, work experience and opportunity.	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring.</p> <p>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.</p>
Disadvantaged pupils feel better able to attend school more regularly, using a range of strategies to support their Emotionally Based School Avoidance.	<p>Disadvantaged pupils attend school more regularly.</p> <p>Disadvantaged pupils with EBSA have strategies that they can be supported to use to improve their attendance.</p>

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of new posts in school to support pupil progress and personal development:</p> <ul style="list-style-type: none"> • KS2- Year 7 transition • Gifted and Talented • TalkAbout social communication • Inclusion 	<p>Significant evidence around successful transitions allows young people to develop new friendships, maintain good self-esteem, experience continuity in their learning and show more interest in their school work:</p> <p>https://www.annafreud.org/media/13817/suporting-children-through-secondary-transition-final.pdf</p> <p>Young people with SEN may be DME (Dual or multiple exceptional) and involved a multi- dimensional approach to supporting</p>	1, 2, 3, 4, 5, 6, 7

	<p>the needs, as well as the exceptional skills: https://senmagazine.co.uk/content/specific-needs/1321/young-gifted-and-special-the-complex-world-of-the-dual-or-multiple-exceptional-child/</p> <p>The importance of supporting communication skills in young people is widely accepted to bring a host of skills (enhanced friendships, better employability)</p>	
<p>Additional staff training around cognition and learning, with focus on Rosenshine's stages of practice and input from Educational Psychologist, plus Growth Mindsets w3ork from inner Drive</p>	<p>Impact of questioning, spacing, interleaving on pupil progress, as per Rohrer and Taylor, 2007 and</p> <p>Evidence from cognitive science suggests 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)</p>	<p>1, 2, 3, 4, 6, 7</p>

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

Budgeted cost: £30, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT interventions around vocabulary	<p>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</p>	<p>2, 7</p>
<p>Art and Music therapies available to pupils requiring it, with weekly sessions of direct input, plus strategies given to stakeholders</p>	<p>Arts therapies have been found to indicate positive outcomes for autism (Gold et al); classroom behaviour (Rosal) and ODD (Khadar et al)</p> <p>Gold et al: https://doi.org/10.1002/14651858.CD004381.pub2 Rosal: https://doi.org/10.1016/0197-4556(93)90018-W Khadar: https://doi.org/10.1016/j.sbspro.2013.07.051</p>	<p>1, 2, 3, 4, 6</p>

Tutoring	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £63, 716

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
Enhancing Social communication provision and understanding for PP learners, including additional staff training and PAL time of 1 hour for 2 staff per week, per class (30 hours/week) for TalkAbout	We have observed that pupils require explicit social communication training, as stated in their EHCPS	3, 4, 6, 7
Programme working with parents and carers to develop effective home learning environments and increased self-expression. (SALT session; ZoR)	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	3, 4, 7
Training Year 11 Functional Skills	Independent Travel Training is likely to enhance pupils' social and	4, 5, 6, 7

pupils to use public transport after Christmas of Year 11. This will involve CPD and release time for two staff members.	employment opportunities: Department for Education (publishing.service.gov.uk)	
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The above is inclusive of all materials and resources required to implement strategies.

Total budgeted cost: £173, 716

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 2022 to 2023 academic year.

Over the last year, internal assessment data has improved for disadvantaged pupils in targeted subjects. Supporting young people on entry to the school has helped them to settle following long periods of absence from school. We will continue to build on this over the next year to develop this across all subjects for young people. We will also move tutoring further down into the school in order to start this process earlier.

Pupils have engaged well with language development across a number of areas. While some pupils have made significant progress with their language comprehension, others have struggled. The aim for the coming academic year is to have consistency of progress across all age ranges.

Many pupils are now able to use a variety of forms of communication to support their emotional development. Emotional literacy has improved, through communication cards, feelings boards and pupils having enhanced language skills to support their ability to explain how they feel. As an SEMH school, this will always be an area for development and we will continue building on this across the school year.

More pupils have met their EHCP targets across this year, evidence that the input young people are receiving is having an impact. Feedback in EHCP review meetings is that pupils have increased confidence (both in their learning and with their emotional literacy) and this is having an impact on their ability to interact with their community. For pupils working towards PfA outcomes, this has allowed them to be ready for the next steps of their journey.

Pupils have received high quality careers mentoring, allowing them to make appropriate decisions about where they will move onto. When assessing destination data, more pupils have been accurately placed due to the significant transitional work that has been undertaken with them.

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.