

# Lindsworth School Pupil premium strategy statement

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	149
Proportion (%) of pupil premium eligible pupils	85%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended- you must still publish an updated statement each academic year</b> )	2025-6
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kate Beale, Headteacher
Pupil premium lead	Julie Coombs Deputy Headteacher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£67156
<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	£105099

# 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
- Attendance to school
- Progression to further and higher education
- Employability
- Social opportunities

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 provision 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. This trend is most recognisable in maths outcomes.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension 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, 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 explaining how they feel, 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
Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2025/6.</p> <p>An increase in the number of disadvantaged pupils entered for iGCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers. More access for pupils to alternative courses, such as Functional Skills</p>
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school. Focus on Frayer model to explicitly teach pupils vocabulary.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHCP termly outcomes. Focus on functional social communication language.
Pupils can use a range of strategies to support and develop their ability to regulate their emotions	Through achievement of EHCP termly outcomes, via focus on Zones of Regulation.
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 and setting of PfA targets for all young people from Year 9 and up.
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 2025/6, disadvantaged pupils are progressing to or further education at the end of KS4 in the same numbers as their peers, with fewer pupils experiencing NEET and a wider variety of post-16 placements available.</p>
Disadvantaged pupils feel better able to attend school more regularly, using a range of strategies to support their Emotionally	Disadvantaged pupils attend school more regularly, via Inclusive Attendance strategies.

Based School Avoidance.	Disadvantaged pupils with EBSA have strategies that they can be supported to use to improve their attendance.  All staff to undertake accredited CPD to embed this model throughout school.
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## 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional literacy and numeracy tutoring and support for identified pupils	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: <a href="https://www.suttontrust.com/what-makes-great-teaching-report/">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a>	1, 7
CPD for teaching staff on developing pupils' mental models and growth mindsets- Cognitive Load Theory	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: <a href="https://www.chartered.college/cognitive-load-theory/">Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</a>	1, 7, 8
Purchase of therapist time - Speech and Language Therapist (SALT), Occupational Therapy, Art and Rap Therapy, Play Therapy, School Counsellor- including CPD for staff	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. <a href="https://www.ican.org.uk/what-works-database/">What works database (ican.org.uk)</a>  This has been endorsed by the Royal College of Speech and Language Therapists.	2, 3, 4, 7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of ICT intervention and support offer.	<p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 7
Phonics programme rolled out across KS3	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p><a href="https://www.nctm.org/learning-to-read-the-simple-view-of-reading/">Learning to Read: "The Simple View of Reading"   National Center on Improving Literacy</a></p>	2, 7

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

Budgeted cost: £15099

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	We have observed that pupils require explicit social communication training, as stated in their EHCPs	3, 4, 6, 7

TalkAbout		
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: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a>	3, 4, 7
PfA objectives for Year 10 and 11 pupils to directly relate to life skills, eg Travel Training	Independent Travel Training is likely to enhance pupils' social and employment opportunities: <a href="#">Department for Education (publishing.service.gov.uk)</a>	4, 5, 6, 7

**Total budgeted cost: £105099**

## 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.

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 and focussed intervention (Eg phonics) 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. Pupils continue to find social communication difficult, so a focus on this across the site, particularly during social times, will continue into the next year.

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. Building on the success of Zones boards across all areas for check in, pupils will start to develop personalised strategies for their own emotional wellbeing.

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.