

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

Detail	Data
School name	Lansbury Bridge School
Number of pupils in school (correct at the time of review)	224
Proportion (%) of pupil premium eligible pupils	41%
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 first published	Dec 21
Date on which it was reviewed	Nov 22
Next review date	Nov 23
Statement authorised by	Ruth Clarkson
Pupil premium lead	Heather Valentine
Governor / Trustee lead	Sue Goldsworthy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 22-23	£134,295
Recovery premium funding allocation this academic year for all pupils not just PP	£90,608
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	£224.903

Part A: Pupil premium strategy plan

Statement of intent

At Lansbury Bridge School our aim is to utilise pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. We are committed to raising pupil achievement through high quality teaching across the curriculum and supporting the wider developmental learning needs of our pupils. Socio-economic disadvantage is not the primary challenge our learners face and as such we do not see much variance in the outcomes of our learners who are in receipt of pupil premium funding when compared to their peers. Such funding will continue to positively impact their readiness and engagement for learning, academic attainment, communication strategies, independence and self-regulation, social interaction and opportunities.

We invest the pupil premium income received each year in providing additional support, staff training and resources to enable school staff to better meet our pupils diverse learning and developmental support needs.

Focused support for pupils is driven by the needs and strengths of each young person as identified in their Education, Health and Care Plan (EHCP). Teachers, Senior Leaders and Teaching Assistants will ensure that the resources allocated to the identified individuals will offer them the relevant skills and experience they require to be prepared for adulthood and the world of work.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The diverse range of pupil need results in many pupils requiring an individualised curriculum in order to make progress with EHCP outcomes and academic attainment. Many of our learners have communication difficulties with some being non-verbal and requiring alternative methods of communication.
2	Our assessments and observations indicate that many of our learners are unable to access their education as their sensory needs have not been addressed and therefore pose a barrier to learning and engagement.

3	Through discussions with families and pupils and through observations it is evident that some of our pupils are faced with barriers to learning due to their social, emotional and mental health.
4	Through discussions with families we find that many pupils have fewer opportunities to develop cultural capital outside of school. Many parents are concerned what the future holds as their children enter adulthood and the world of work.
5	Through analysis of behaviour support plans and data gathered it is apparent that many of our learners require support in managing their behaviour positively so that they can access their education and make a successful transition to adulthood.

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>1. Pupils receive individualised curriculum based on their needs and preferred style of learning with all making good or better progress from their starting points.</p> <p>Improved communication for all identified pupils allowing them to effectively communicate preferences in a variety of contexts and make progress in line with their ability and stage of development.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/5.</p> <p>Improved pupil performance measured through data trawl, observations, work scrutiny and pupil progress meetings.</p> <p>EHCP/PLG (personal learning goals) and SALT outcomes monitored through the review process</p>
<p>2. Implementation of sensory diets for identified learners and based on their individual assessments and need. Appropriate resources utilised to support and extend length of pupil engagement in learning tasks. Pupils being encouraged to apply taught regulation strategies with increasing independence.</p>	<p>Evident through observations and pupil work - pupils attending to work based tasks for extending periods of time. Engagement profiles for all pupils with engagement model data gathered and used to inform future strategies.</p> <p>Observations of pupils being supported to complete their sensory diet activities as and when appropriate with some learners identifying and applying taught strategies independently.</p> <p>EHCP/PLG outcomes being monitored and developed to prepare pupils for adulthood.</p>
<p>3. Identified pupils accessing a trained mentor in school on a regular basis.</p>	<p>Wellbeing improved and evident through increased attendance, pupil and parent voice and observations.</p>

<p>Parents and pupils supported by family liaison officers (FLOs) with signposting to and collaboration with external agencies.</p>	<p>Pupil engagement and increased performance evident through data trawl and pupil progress meetings.</p>
<p>4. Trained member of staff responsible for co-ordinating the development of careers throughout the school curriculum for every year group. Access to career connect so pupils feel equipped and confident as they prepare for adulthood. Increased opportunities for pupils to engage with a range of enrichment activities that they would not normally have access to such as trips, theatre performances, horticulture etc.</p>	<p>Employability skills tracked and monitored through pupil work scrutiny. All year 9 pupils to have met with careers connect. Pupil and parent voice provided on the range of opportunities offered</p>
<p>5. Trained team teach tutors within school available to train all staff and offer support to write and review behaviour management plans (BMPs). Behaviour support plans in place and used consistently to reduce physical intervention and increase pupil engagement and academic attainment. Pupils encouraged to regulate and manage own behaviour using taught strategies. Staff members to be trained in Positive Behaviour Strategy (PBS) which will support the existing Team Teach (TT)</p>	<p>Reduction in physical restraints. Increased pupil engagement evidenced through observations and pupil progress Pupils becoming more independent in managing own behaviours – preparing for adulthood evidenced through discussions with staff and parents Members of staff trained in PBS – practitioner and coach status.</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)

This report reflects the findings contained within the NHTSA 'Child of the North' report 2021

Budgeted cost: £58,558

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of careers responsibility to lead, develop and improve the delivery of careers across all phases of school</p> <p>Implementation of CEIAG including CPD training for staff</p>	<p>According to the Education Endowment Foundation (EEF) aspiration interventions tend to fall into 3 broad categories. By implementing a careers curriculum across the whole school that focuses on teaching practice and provides access to work related experiences and employability skills (category 2) we will improve pupil ambitions and therefore incentivise improved attainment. We will also work with families (category 1) through our 'What matters to me' day and annual review process we will promote links established in each pupils EHCP, focusing on preparation for adulthood.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>The Gatsby benchmark for good career guidance (July 2019) sets out that good career guidance can have a profound impact on social mobility and this is particularly important for more than one million young people recognised as having SEND who are often held back by negative stereotypes and assumptions about their limitations. The role of trained school staff in raising aspirations is crucial.</p>	4
<p>CPD opportunity to be trained in positive behaviour support (PBS)</p>	<p>As outlined in the department for health video 'changing practice, changing culture, changing lives' the use of PBS promotes a positive and proactive culture to managing behaviour which has resulted in an 84% reduction in restrictive practice. Robust PBS plans allow pupils to express their needs in a positive way and transference of these skills across a range of environments promotes independence as they enter adulthood.</p> <p>https://www.bild.org.uk/positive-behaviour-support-pbs/</p>	5 and 4
<p>Creation of a communication assistant role to</p>	<p>The Communication Trust has outlined in the communication commitment resource the importance of putting communication at the heart of the work we do</p>	1, 5 and 3

support with implementation of SaLT targets and allocation of AAC resources to enable all pupils to communicate effectively	with pupils. Not only is Language and Communication the foundation and fundamental building blocks for learning studies also suggest that 55-100% pupils with behavioural, social and emotional difficulties have communication difficulties. Being able to communicate and understand language effectively is therefore a crucial factor to promoting positive behaviour and pupil wellbeing. Communication commitment (ican.org.uk)	
CPD opportunity to train Team Teach tutors who will deliver training package for all staff members	Team Teach is an accredited Training provider that transforms relationships, equipping everyone to manage challenging behaviour and conflicts safely and respectfully. By having trained staff behaviours can be identified and re-directed much earlier to ensure they have the least impact on pupil learning and engagement. Behaviour management plans used ensure an individualised and consistent approach is used. Where appropriate staff will teach strategies so that pupils can self-regulate and apply taught approaches independently leading to greater life chance and success. https://www.teamteach.co.uk/	5 and 1

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

Budgeted cost: £49,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of computer based targeted intervention Lexia to support performance in reading.	The independent evaluator, the York trials unit concluded in their research of the computer based intervention software Lexia that it's practical approach benefitted lower attaining pupils. The use of technology in such a way is particularly useful in personalising learning to match individual's ability and needs. In some cases pupils accessing the software made 2 additional months' progress in reading when compared to other children. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=Lexia	1
One to one literacy intervention 'Active literacy kit' to support pupil performance in reading and writing	Active literacy kit has been developed by dyslexia action to support pupils who experience literacy difficulties whether dyslexic or not. It develops automaticity, fluency and accuracy in reading and spelling through multi-sensory based tasks. Carefully structured activities cover phonological awareness, word recognition, phonics, graphic knowledge and spelling. The rose report 2009 acknowledges that there is a well-established evidence-base showing that intervention programmes which	1

	<p>systematically prioritise phonological skills for reading and writing are effective for teaching reading</p> <p>http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/Rose-Report.pdf</p>	
<p>Collaboration with OT and implementation of individualised sensory diets. Access to the appropriate resources and spaces to successfully implement the diet to improve pupil performance and life quality.</p>	<p>Child Mind Institute acknowledges the effect sensory processing difficulties can have upon education. Many of our pupils struggle to handle all of the information from their senses and as a result they are unable to focus and participate in their learning. Sensory processing affects all pupils in different ways but through the regular implementation of OT directed sensory diets pupils are able to engage and are ready to learn. The long term goal is that pupils will independently maintain an appropriate level of alertness in order to respond appropriately across environments to the sensory stimuli present.</p> <p>https://childmind.org/topics/sensory-processing-issues/</p>	1 and 2
<p>Lego therapy sessions implemented to improve social, communication and language skills, cognitive skills, fine motor skills, and their emotional and behavioural responses.</p>	<p>Dr. Dan LeGoff in 2004 completed the first research into the effectiveness of Lego therapy and since then it has been further validated by speech and language therapists, psychologists and educational staff in delivering improvements in play, social skills, communication and language. The highly structured sessions offer familiarity, predictability through motivating and engaging tasks and games which meets the needs of SEND learners particularly those with ASC.</p> <p>http://www.legotherapy.com/links/</p>	1

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

Budgeted cost: £116,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
Family liaison officers able to support to	Family Liaison Officers (FLO's) will focus their work on preventative and early intervention activities and assist in supporting parents to continue consistent approaches at home in order to support their child in managing their behaviour/ regulating their sensory needs and developing academic performance.	3

<p>promote pupil and family well-being</p>	<p>FLO's will work alongside parents to ensure that pupil attendance remains above the national average.</p> <p>The EEF outlines that by utilising this shared approach with parents we enable all children to have full access to educational opportunities and help them to overcome barriers to learning. Evidence from the teaching toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=parent</p>	
<p>Pupil Social, Emotional and Mental Health supported through 1:1 learning mentor sessions in order to promote overall wellbeing and in turn pupil performance and quality of life</p>	<p>Stephanie George in her article 'developing a mentoring programme' for SecEd identifies that Mentoring can be successfully used to support individual students to maximise their potential.</p> <p>The mentor's approach is one of facilitator, guide, supporter and enabler. They will offer guidance and support for any identified personal and domestic issues and provide opportunities for pupils to develop self-esteem and confidence. They will help pupils to identify any barriers to learning and develop an action plan to move forward.</p> <p>https://www.sec-ed.co.uk/best-practice/developing-a-mentoring-programme/</p>	<p>3</p>
<p>Collaborative links made with CulturEd a cultural education partnership to promote and develop creative opportunities for pupils whilst also raising their culture capital. Implementation of an arts week.</p>	<p>As an Artsmark town, a creative quality standard for schools accredited by Arts Council England, recognises that all creative subjects are a driver for whole school improvement, developing students' confidence, ability and creativity. According to research conducted by the EEF teaching and learning toolkit it is acknowledged that arts participation approaches have a positive impact on other areas in the curriculum. Self-expression through arts forms also benefit attitudes to learning and increased well being</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=arts</p>	<p>1, 4 and 3</p>

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Total budgeted cost: £ 224,903

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 2020 to 2021 academic year.

It was the decision of the government in the academic year of 2020-2021 that all pupils who had an EHCP (Education and Health Care Plan) would be eligible to access education on site. The majority of those in receipt of pupil premium funding attended school on a full time basis. This access enabled them to benefit from the pupil premium funded improvements, which turn meant that they were able to make the expected academic and wider developmental progress. Analysis of the data gathered indicated that there was no discrepancy in the progress made by disadvantaged pupils when compared to non-disadvantaged pupils.

Support was provided to our parents and carers by our Family Liaison Officers (FLO's) on a wide range of personal circumstances during the pandemic. This ensured that pupils were able to attend school and that families were able to provide for their children in challenging times. For those pupils in receipt of pupil premium funding who were shielding the FLO's, alongside the teachers, were able to offer support in providing a range of practical learning tasks that pupils could access whilst at home. Completing learning tasks at home is often challenging with many of our learners but the resources and equipment provided and delivered to families allowed them to complete meaningful and relevant tasks, whilst also remaining safe at home.

The implementation of our PHSE recovery programme supported pupils in returning to school after the full school lockdown in 2019-2020. This mindful approach to PHSE continued to be carried out in 2020-2021, building resilience in our pupils, equipping them for life and underpinning their capacity to learn.

Whilst on site access to sensory resources and bases enabled individualised sensory diets and regulation strategies to be implemented once again. Discussions with parents/carers on shared strategies allowed for consistent approaches to be used. Through observations and scrutiny of pupil work it was apparent that such provision allowed for pupils to increase their level and length of engagement in learning tasks.

We were fortunate to have our outdoor learning lead teacher and forest school environment in place so that learning could be facilitated outside. Our observations and assessments indicated that the cross curricular learning tasks accessed in our outside classrooms were engaging and stimulating and thoroughly enjoyed by the pupils.

As a result of the funding allocation and the high percentage of pupils able to access school, many of the outcomes set were realised. Targeted interventions were carried out as planned and pupils were able to benefit from pupil premium funded improvements.

Externally 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
Lexia	Lexia Learning Systems LLC
Jigsaw PHSE	Jigsaw
RM Easi Maths	RM Education

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.