

Pupil premium strategy statement – Linwood School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	391
Proportion (%) of pupil premium eligible students	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Gemma Talbot, Executive Headteacher
Pupil premium lead	Kate Tuck, Director, LTSA
Governor / Trustee lead	The Learning & Achievement Committee of the Governing Body take this as a collective area of interest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,500
Recovery premium funding allocation this academic year	£127,168
Pupil premium (and recovery premium) funding carried forward from previous years	£0
School-led tutoring funding allocation this academic year	£47,758
Total budget for this academic year	£341,426

Part A: Pupil premium strategy plan

Statement of intent

Linwood School is a day special school which welcomes students from a wide geographical area, supporting a comprehensive range of Special Educational Needs and Disabilities. Our school is made up of a number of campuses, each with varying areas of specialism.

We are highly aspirational for all of our students. We believe in working in partnership with parents, carers and the families of our students. We also work closely and collaboratively with a range of stakeholders to ensure our students have the best possible support and opportunities both in and out of school.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. Whilst socio-economic disadvantage is not always the primary challenge our students face, we do see a variance in outcomes for disadvantaged students 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 where disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and helping students to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students 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 students will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for students that have been worst affected, including non-disadvantaged students.

Our strategy will be driven by the needs and strengths of each young person, based on observations, 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 students.

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with students show that disadvantaged students are generally more likely to have SEMH needs than non-disadvantaged students in our school – this presents in difficulties regulating themselves.
2	Internal and external assessments show that disadvantaged students generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged students experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged students. This trend is most recognisable in reading outcomes.
3	Our assessments, observations and discussions with students show that disadvantaged students generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and discussions with students and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged students have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for

	other students. These findings are backed up by several national studies.
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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 abilities to manage their own SEMH needs, such as self-regulation strategies, calming, mindfulness, music therapy, music interventions	Observations & records indicate fewer serious incidents, EHCP reviews, student feedback, staff feedback, student progress as a result of increased engagement. Reduced suspensions or permanent exclusions
Improved attainment for disadvantaged students in all subjects, notably reading, 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 percentage of disadvantaged students progressing in their reading age and where appropriate achieving formal exam qualifications.
Students can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through analysis of achievement of EHC plan termly outcomes, SALT reviews, students' level of engagement as a result of improved understanding and communication.
Families are better supported to access appropriate services, to enable the development of the whole child	Families able to access the family outreach team, & through them the wider services available

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: **£246,037**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of PACE (Playful, Accepting, Curious, Empathetic) approach & team of practitioners	<p>Braveheart 'Attachment and Trauma in Educational Settings': https://www.bravehearteducation.co.uk/freeresources/</p> <p>Creating Loving Attachments: Parenting with PACE to Nurture Confidence and Security in the Troubled Child. K.S Golding and D.A. Hughes (2012). Jessica Kingsley Publishers. London.</p> <p>DDP Network - PACE summary: https://ddpnetwork.org/about-ddp/meant-pace/</p> <p>EP Insight - https://www.epinsight.com/post/the-p-in-pace-playfulness</p> <p>Purple House Clinic: https://www.purplehouseclinic.co.uk/relationships/finding-your-place</p> <p>See https://i2.wp.com/nibblesandbubbles.co.uk/wp-content/uploads/2018/05/New-PACE-poster.jpg for a useful visual illustration of the PACE principles.</p>	1
Purchase of an additional two days per week of Speech and Language Therapist (SALT) time	<p>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.</p> <p>What works database (ican.org.uk)</p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p>	3

Music therapy & music intervention session	<p>Music Therapy is an established psychological clinical intervention, delivered by HCPC registered music therapists to help people whose lives have been affected by injury, illness or disability through supporting their psychological, emotional, cognitive, physical, communicative and social needs.</p> <p>https://www.bamt.org/resources/research</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£27,578**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading for pleasure activities, or pre-reading as appropriate	<p>https://natlib.govt.nz/schools/reading-engagement/understanding-reading-engagement/reading-for-pleasure-a-door-to-success#:~:text=As%20well%20as%20academic%20benefits,enjoyment%20and%20stimulating%20the%20imagination</p> <p>Observations of our students indicate the most effective way for them to develop a love of reading is to access reading / pre-reading activities through daily, targeted activities with trusted adults. Ensuring that staffing levels are consistent is key to enabling this approach to be effective, as the behaviour of adults is a key part of the approach.</p>	2

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

Budgeted cost: **£67,811**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programme working with parents and carers to develop effective home learning environments and increased self-expression – Family outreach team	The NSPCC recommends parents and carers work with 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	4, 5

Total budgeted cost: £341,426

Part B: Review of the previous academic year

Outcomes for disadvantaged students

Education outcomes for primary students:

We have analysed the performance of our school's disadvantaged students during the 2022/23 academic year using phonics screening results through read write inc, and for a very few students (where appropriate) the statutory Phonic Assessment tools in addition to our own internal assessments which, where appropriate, include a reading age assessment (Salford).

As a special school we only have students on roll who have a learning disability and who are working way behind their chronological age. For this reason our Key Stage 2 dfe data return is Nil, however there were some returns, albeit a small number, for the phonics assessment.

Every student's progress is recorded against their academic targets and EHCP outcomes are recorded throughout the academic year, this is recorded and analysed by the teachers and curriculum leaders. For students who have made good or excellent progress we ensure that the evidence is present to substantiate these results and where students are not meeting their targets then we agree an individual intervention plan dependent upon their needs. When we analyse this progress data we have already identified if the student is in receipt of pupil premium and this is recorded alongside their personal intervention plan/PLP. Each student's plan is then checked termly to ensure that the interventions are effective and to reassess the next steps.

Data from tests and assessments suggest that, despite some strong individual performances, progress and attainment of the school's disadvantaged students in 2022/23 fell below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged students had less impact than anticipated. We are still seeing a significant increase in mental health issues, in particular anxiety, in our students as a result of the pandemic.

Education outcomes for secondary students:

We have analysed the performance of our school's disadvantaged students during the 2022/23 academic year using key stage 4 performance data (Formal accreditation routes) and our own internal assessments.

As a special school we do not report on a progress 8 score for our students as they are working so far behind their chronological age. We base their individual progress based upon their start and end points.

DfE has strongly discouraged comparison of a school's 2023 performance data with results in previous years. The impact of COVID-19 makes it difficult to

interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in Summer 2023, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019.

Key stage 4 results and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged students and non disadvantaged in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged students had less impact than anticipated.

Wider outcomes, for primary and secondary students:

Our assessments and observations during 2022/23 suggested that wider development outcomes for our disadvantaged students varied significantly. Our analysis of the reasons for this pointed primarily to the ongoing impact from COVID-19 on themselves or their wider families. In our local area, in EY, KS1, KS2 & KS4, boys with free school meals performed better than girls with free school meals. This pattern was not reflected in our school.

We have identified that, for our disadvantaged students particularly, having a trusted member of staff available is crucial to their engagement with learning, & consequently their progress.

Since the introduction of PACE approaches, we have identified that there is a downward trend in the numbers of serious incidents of student dysregulation, and that the incidents that do take place are lower in intensity since implementing the PACE approach across the school. This has also had an effect on staff absence trends, which are decreasing. This in turn supports our students, as their trusted staff members are in school more consistently.

Most students demonstrated some improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities in 2022-23. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect students to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged students, as has been evidenced locally and across the country.

Externally provided programmes

Programme	Provider
Shine Project for Girls	The Shine Project
Thrive project for Boys	The Shine Project

Thrive project for Girls	The Shine Project
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Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
No Students eligible
The impact of that spending on service pupil premium eligible students

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 and encourage high aspirations.
- Arranging work-based learning that enables students to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation and evaluation

In planning our new student premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We plan to use the EEF's families of schools' database to look at the performance of disadvantaged students in school like ours. We will contact schools with particularly positive outcomes for disadvantaged students 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 students over time.