



The Lindon Bennett School

Pupil Premium Strategy

Statement

My Requests

Give me the dignity and respect I deserve

Always give me time to respond

Remember I like to make choices, please help me to do so

Always look out for me and keep me safe

Always remember to tell me what is happening next

Stay calm and be patient with me Give me the opportunity and time

to communicate for myself

Talk with me, not about me

Please take the time to understand what I am trying to tell you

Please don't judge me

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Lindon Bennett School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	31 st December 2022
Date on which it will be reviewed	31 st December 2023
Statement authorised by	Clare Longhurst, Headteacher
Pupil premium lead	Clare Longhurst
Governor / Trustee lead	Lorna Goodwin – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,700
Recovery premium funding allocation this academic year	£23,633
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£107,323

Part A: Pupil premium strategy plan

Statement of intent

The aim of the Pupil Premium Strategy for Lindon Bennett School 2021 - 2024 is to use the pupil premium funding to support our disadvantaged pupils, so they are given the same opportunities to engage in learning, to ensure they make progress in all areas of their Education, Health Care Plan, and to achieve to their own individual potential.

This will be at a pace appropriate to their highly, often profoundly complex learning, medical, mental health, and social needs. Influenced by the EEF Pupil Premium Guide, referenced to the strategic plan, there is a clear focus on personalised and future focussed outcomes. This will be achieved through an aspirational, personalised, and holistic curriculum, delivered by highly qualified and passionate professionals. Each pupil has their own targets and curriculum goals, we endeavour to help our disadvantaged pupils to have the opportunities to sustain positive outcomes while at school.

Our pupils are at the centre of everything we do at Lindon Bennett. We want all our pupils to be happy and enjoy school. All our pupils have an ECHP, and a key part of our school ethos is to support with our pupil's well-being, so they are in a positive mental place which enables all pupils to access their learning with the fullest opportunity to prepare them for the next steps of their journey.

It is essential that there is no attainment gap for disadvantaged pupils, this aspiration is set in context of the vastly diverse pupil needs, including degenerative medical conditions, hence the relentless emphasis on personalisation of approach at every step. The plan is also a relevant, necessary, and proactive response to COVID 19 and recovery for lost learning time in school. In addition, it reflects the innovative curriculum and multi-agency approach in supporting all pupils and their families.

It is important to note that although our pupil premium strategy focuses on disadvantaged pupils, all of our school community benefits from the whole school approaches where investments have been made. All teaching staff have been integral in the development of the curriculum where the intent was to improve the identified outcomes for our disadvantaged pupils alongside that of their peers.

The education, therapeutic and holistic of our pupils is paramount, hence the focus on pupil well-being throughout the school day, to ensure readiness for learning and self-regulation is a high priority. This includes working with external agencies to maintain rigid levels of safeguarding for our pupils, positive approaches to mental health and support to the families, and reflects the school's commitment to embed, seamless holistic practice reflecting the needs of the 'whole child'.

This will ensure pupils' aspirational EHCP review targets are met and that no attainment gaps appear among the pupil population.

Challenges

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

Challenge number	Detail of challenge
1	Highly complex special educational needs: Due to the nature of the pupils who attend Lindon Bennett School, all pupils will not reach age-related targets. Progress will not be the same as national expectations. Pupils need to develop communication skills, resilience, environmental awareness, and independence to prepare them for future life (at a level appropriate to their medical and learning needs.) A point to note is that some pupils do regress with their learning due to extremely complex needs and/or life limiting medical conditions.
2	Complex and / or life limiting medical needs; pupils require additional intervention, stimulation, and resourcing in order to develop within an environment which is conducive, supportive, and reflective of these significant needs.
3	Cognition and learning difficulties: Our school profile confirms that pupils have highly complex special educational needs. The majority of pupils have communication difficulties, with a large proportion of pupils being non-verbal. Limited language, pupils' ability to process information and retain learnt skills and knowledge together with social communication difficulties impacts upon pupils' ability to make progress towards targets identified in their Education, Health Care Plans.
4	Our behaviour analysis is evidence that many of our pupils require support with selfregulation and in adopting appropriate strategies to manage their own emotions. Such factors include sensory processing issues, attachment difficulties, low selfesteem, low self-confidence, and mental health issues.
5	Our knowledge and relationships confirm that the socio-economic backgrounds of our families can impact upon emotional well-being and readiness to learn. Families receive support with all elements of our pupils' lives, at school and at home. Positive relationships with families, together with joint working and continual liaison with external agencies provide a holistic approach for the pupils and their family unit. The pandemic has put pressure upon families, especially regarding the well-being and development of many of our disadvantaged pupils.
6	Increased, diverse pupil need has influenced the range of resources required to support them with their personalised learning. The breadth of specialist equipment to support pupils therapeutic and holistic needs are evident and within their learning programmes are incorporated into their day and individual needs are being met. An additional barrier for this is the lack of space within classrooms during use of all specialist equipment necessary to attend to the complex needs of the pupils.

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>Pupils have made good progress towards their EHCP targets set in their reviews with parents / carers.</p>	<p>All pupils in receipt of Pupil Premium will meet their targets set at annual review.</p> <p>Evidenced through SOLAR, EHCP Reports and termly school reports.</p> <p>Pupils are well prepared and supported to transition for life beyond Lindon Bennett and do so seamlessly as a result of their personalised curriculum.</p>
<p>Maintained skills and attainment for disadvantaged pupils, notably in English/Communication & Language and Maths/Mathemtaics, relative to their starting point as identified through baseline assessment (October 2021).</p>	<p>Through termly data collection points and the monitoring of progress of pupils receiving Pupil Premium we will identify where additional help or support may be required. By the end of academic year 2022/23, demonstrating pupils have achieved at their expected level.</p>
<p>Pupils successfully use a range of communication methods to aid their understanding and to enable them to express themselves for their needs to be met and voices heard.</p>	<p>Through achievement of EHCP targets and outcomes.</p> <p>Through the development of pupil voice across the school and English/Communication & Language outcomes within the curriculum.</p>
<p>Multi agency planning and support together with further safeguarding monitoring ensure that pupils and their families are proactively safeguarded, and their needs met.</p> <p>There is a clear focus on pupils' and families future and any help is identified, sourced, and supported, ensuring all disadvantaged pupils maintain the level of support required and any concerns are addressed quickly.</p>	<p>Weekly meetings with a link social worker from the children with disabilities team, the school's paediatrician and the special school's nursing team.</p> <p>Evidence on My Concern, Safeguarding reports to Full Governing Body, together with close monitoring, vigilant safeguarding policies and procedures followed by all staff.</p> <p>Targeted families are communicative and open with the school and other professionals.</p> <p>Pupil destinations are appropriate with seamless transitions and the destination placement is successful.</p>

<p>Pupils will be well regulated throughout the day, ready to access learning.</p> <p>Pupil learning, social, emotional, mental health and well-being needs will be met as needed including support for families.</p>	<p>Pupils experience daily, embedded personalised input including sensory integration programmes.</p> <p>Practice is supported and underpinned by specialist intervention, professional development, and joint working e.g., Occupational Therapists, Physiotherapists, Social Workers etc.</p> <p>External agencies are involved and offer support to the families at home.</p>
<p>The Lindon Bennett curriculum has been implemented across school and monitored by the SLT to ensure it is supporting the needs of all the pupils at school.</p>	<p>Staff training and CPD.</p> <p>Upskilling of staff during the planning of the curriculum and creating the learning objectives. Especially in English and Maths. These skills to be continually revisited and cascaded to all teaching staff to ensure the high quality of teaching of the curriculum.</p> <p>Whole school/departmental staff meetings.</p>
<p>Pupils, included some disadvantaged, have been identified and are receiving Speech and Language Therapy interventions, Signing and Communication interventions to support, develop and enhance their expressive communication skills.</p>	<p>Targeted intervention with individual pupils or small groups of pupils to develop their signing and communication skills.</p> <p>Gaps in pupil knowledge are closed and pupils have larger base of communication skills to support them.</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: £2833

Activity 1	Evidence that supports this approach	Challenge number(s) addressed
TLR 3 Responsibility for developing a Creative and Dynamic curriculum, including pupil voice.		

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £587,125

Activity 2	Evidence that supports this approach	Challenge number(s) addressed
<p>2.5 additional members of support staff to provide one-to-one support/time within class groups.</p> <ul style="list-style-type: none"> • Facilitating pupils' personalised access to education. • Facilitating pupils' personalised access to the broader curriculum • Opportunities for additional personalised teaching and learning • Opportunities for alternative personalised support and intervention. 	<p>Individualised timetables to support pupil wellbeing and mental health</p> <p>Individual 1:1 session for identified pupils and whole group sessions.</p>	

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

Budgeted cost: £17,860

Activity 3	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund a part time Occupational therapist to provide:</p> <ul style="list-style-type: none"> - Direct 1:1 / small group activities - Individual assessment and programme development - CPD for appropriate staff - Resource / environmental advice <p>To provide professional development for staff ensuring they have an understanding of sensory integration for the pupils they support.</p> <p>To explore resourcing – including training which emphasises the importance of sensory integration and regulation for pupils with complex medical needs and / or profound learning difficulties.</p>	<p>The Autism Education Trust states this can support young people with Autism and their ability to process sensory input.</p> <p>The psychological benefits of mindful and robust sensory integration can include improvements in:</p> <ul style="list-style-type: none"> - Attention - Confidence - Emotional dysregulation - Socialisation <p>Research from the Cerebral Palsy Foundation reports that the physical benefits of sensory integration therapy can include:</p> <ul style="list-style-type: none"> - Gravitational security - Hand – eye coordination - Improved sleep cycles - Language development - Improved wellbeing 	

Budgeted cost: £30,165

Activity 3	Evidence that supports this approach	Challenge number(s) addressed
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<p>To fund a full-time family support worker:</p> <ul style="list-style-type: none"> - Attend multiprofessional CIN meetings - Deliver parental coffee mornings and training sessions - Offer individual support to any families that may be in need of this. 		
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Total budgeted cost: £109,571

(Additional £2,248 funded from the main school budget.)

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.

Pupil premium funding, alongside COVID 19 recovery payments have been used in a variety of ways, aligned with the identified priorities to support different cohorts of pupils to maximise impact, engagement, progress as well as meeting individual pupil proprieties and wider need.

Priorities identified previously have been met and improved over the past year despite the challenges that the pandemic has placed upon the school. Pupil progress in all areas, together with the development of communication skills can be evidenced via SOLAR, in conjunction with EHCP reports.

For those pupils with extreme complex needs, the evidence that maintaining skills and responding to stimulation has been successful, but as expected this is dependent upon the impact of their medical presentation. The outcomes identified will continue to be a focus, especially that of supporting pupils and enhancing pupils' independence skills, preparing for life after school; self-regulation managing their behaviours, and their well-being.

Further work in all identified areas continues to be a priority.