

# Pupil premium strategy statement for 2023/2024 – Linden Lodge School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Linden Lodge School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2 years
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Monika Gaweda and Sarah Norris
Pupil premium lead	Monika Gaweda
Governor / Trustee lead	Julie McLynchy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,685
Recovery premium funding allocation this academic year	£48,542
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£90,227

# Part A: Pupil premium strategy plan

## Statement of intent

At Linden Lodge School our vision is for all sensory-impaired learners to access, engage and achieve. Our pupils face numerous challenges which impact on their attendance, access and outcomes. The curriculum is specially designed to enable sensory-impaired pupils to gain access and through personalised programmes achieve the knowledge, skills and approaches that will equip them for adult lives.

The Pupil Premium 2023-2024 funding priorities ensure the best support is in place for maximising progress for the most vulnerable learners in addition to our core provision. As a school, we have the responsibility to use this funding to 'narrow the gap' for this specific cohort of learners. This is core to our inclusive ethos where we believe that every pupil deserves a personalised offer to enable them to reach their potential through ambitious and specialist teaching and learning opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	Access to learning via specialist's technology and equipment
2	Pupils medical needs and vulnerability
3	Access to the community
4	Absence related to pupils health and medical needs
5	Well-being, mental health and behaviour support

## 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
To further develop access to learning and learning to access via specialists' technology.	<ul style="list-style-type: none"><li>• Improved engagement using specialists' technologies.</li><li>• Removing barriers to learning and increased accessibility.</li></ul>
To further improve pupils' outcomes across the curriculum, especially linked to communication and cognition skills.	

To further increase access to community activities.	<ul style="list-style-type: none"> <li>• Raised achievement and attainment.</li> <li>• Increased enjoyment for learning.</li> <li>• Improved participation in wider community.</li> <li>• Increased support for health and well-being.</li> <li>• Increased attendance.</li> </ul>
To enhance remote learning opportunities for pupils not attending due to medical vulnerability.	
To further support development of independence living skills.	
To further support pupils social, emotional and mental health wellbeing.	

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and development on the use of specialists' technologies to support engagement in the curriculum.	On-going developments within specialists VI/MSI technologies that supports learning to access and access to learning. Targeted training around specialists use of technologies to support engagement and access.	1, 2, 3, 4
Staff training and development on the implementation of the Curriculum Framework for Vision Impairment.	Personalised approaches needed for pupils with VI, MSI needs to develop conceptual learning. Targeted training for staff.	1, 2, 4, 5
Specialists training around VI/ASD needs, deafblindness and its impact, CVI and child development.	Inter-disciplinary baseline assessments that indicated support needed for specific students.	2, 4, 5
Staff training on supporting development of independence living	Specific priority identified through observation process. Focus on increase of independence skills through transitions.	1, 2, 3, 4, 5

skills through core, specialists and waking day curriculum.		
Developing bespoke framework on progression of skills, knowledge and understanding in relation to the independent living skills.	SEF recommendations from 2022-23 review. Links to the whole school improvement strategy.	1, 3, 4, 5

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

Budgeted cost: £30,227

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of new technologies and equipment to support access to learning.	Review of the current equipment, better suited technologies and equipment on offer to support the specific needs.	1, 3, 4
Technology access within core subjects and curriculum areas.	Support required for accessibility in lessons and core activities.	1, 2, 4
Tutoring and individualised support.	Personalised interventions and support for students with specific sensory and leaning needs evident via lesson observations, learning walks and feedback.	1, 2, 4
Specialists support staff deployment and interventions.	Deployment of specialists' support staff to support pupils' specific learning priorities.	1, 2, 3, 4, 5
Specialists' support for individual students.	Inter-disciplinary support required to access learning for specific students.	2, 3, 5
Inter-disciplinary support for mental health and well-being.	New cohort of students needing support with mental health and well-being.	2, 3, 5
Purchase of subscriptions to the subject specific websites/portals to offer specialised	Need to develop subject specific resource bank. Support in offering access to activities/resources that can be accessed at home or via blended offer.	1, 2, 3

resources, training and learning activities.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of community access activities.	Furthering opportunities for community-based learning, independence skills data and qualitative information.	1, 3, 5
Supporting pupils' social, emotional and behavioural needs through targeted support.	Changing population of students across the school with increased complexity of sensory needs.	1, 3, 5
Targeted support through interventions, access to creative activities for individuals and small groups.	Focus on mental health and well-being support following inter disciplinary assessment.	1, 2, 3, 4, 5
Supporting attendance and engagement for pupils accessing remote education.	Support for pupils not attending due to complex health and medical needs.	1, 2, 3, 4, 5
Lunch club activities including library, sports, outdoor activities, arts and visits.	Holistic integrated approach that impacts engagement and mental health wellbeing.	2, 3, 4, 5
Communicating with and supporting parents about pupils mental health and well-being	Parental feedback on areas of support required in the home setting.	1, 2, 3, 4, 5

**Total budgeted cost: £95,162**

## 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 2021 to 2022 academic year.

Aims	Outcomes
To enhance remote learning opportunities for pupils not attending due to medical vulnerability.	Students accessing remote offer able to access provision via blended learning. Increased engagement in accessing remote opportunities. Facilitation of regular home visits. Strengthened links with pupils and their families. Improved outcomes for pupils.
To further increase access to community activities.	Expanded access to extra-curricular activities e.g. after school clubs, summer schemes, creative sessions and visits. Increased attendance in joint and small group creative activities such as well-being day, zoo day, and mental health awareness day. Improved attendance and access in lunch clubs.
To further support development of independence living skills.	Increased levels of independence around transitions, off-site visits and trips, access to learning, habilitation, work experience, life skills, and community access.
To further develop access to learning and learning to access via specialists' technology	Purchase of new technologies supporting pupils' independence in learning and accessibility. Introduction of CFVI framework. Revision of target setting related to CFVI areas to ensure access to learning. Increased staff knowledge and skills in new technologies and specialists curriculum.
To further improve pupils' outcomes across the curriculum, especially linked to communication and cognition skills.	Development of curriculum frameworks and curriculum mapping across all pathways. Improved engagement in learning activities observed via lesson observation and learning walks. Pupils made expected progress in communication and cognition.

<p>To further support pupils social, emotional and mental health wellbeing.</p>	<p>Commitment to the behaviour hub to further expand the support for pupils in relation to the mental health and well-being.</p> <p>Engagement and enjoyment of themed mental health days.</p> <p>Expansion of mental health training for staff.</p> <p>Inter-disciplinary model further embedded into the school provision.</p> <p>Pupils made expected progress within PSD, PSHE and Myself curriculum areas.</p>
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