

Pupil premium strategy statement for 2025/2026 – Linden Lodge School

This statement details our school's use of pupil 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	153
Proportion (%) of student premium eligible students	27%
Academic year/years that our current student premium strategy plan covers.	2025/2026 (Year 2 of 3-year plan)
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Monika Gaweda/Sarah Norris
Student premium lead	Monika Gaweda
Governor / Trustee lead	Julie McLynchy

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£43,345
Student premium funding carried forward from previous years	£0
Total budget for this academic year	£43,345

Part A: Pupil premium strategy plan

Statement of intent

At Linden Lodge, we are committed to providing exceptional support for our sensory-impaired students, ensuring access to high-quality, personalised education that promotes independence, communication, and engagement.

Our 2025–2026 Student Premium strategy builds on the successes of previous years by expanding access to digital learning for students and embedding targeted interventions for communication and independence across all curriculum pathways.

We aim to:

- Enhance early communication and engagement through technology-supported learning (iPads and personalised AAC support).
- Strengthen independence and communication interventions for PP students across all pathways.
- Continue to support mental health, well-being, and inclusion across all pathways and phases.

Challenges

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

Challenge number	Detail of challenge
1	Personalised access needs to communication technology for PP students.
2	Barriers to developing independence and self-regulation due to complex sensory needs.
3	Variable access to adapted digital resources.
4	Need for sustained focus on emotional well-being and engagement. .

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 communication skills for PP students using iPads and communication apps.	Measurable progress on EHCP communication targets; increased use of AAC or visual communication tools.
Increased independence skills for all students.	Evidence from independence frameworks; improved engagement and self-help indicators.
Improved accessibility and engagement in learning via technology.	Observed increases in student participation; improved engagement tracking data.
Improved emotional regulation and mental well-being.	Improved engagement in learning; improved attendance and participation.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD opportunities on communication and interventions for school teams.	DfE and EEF evidence shows communication-focused training increases engagement for sensory learners.	1, 2
Training for independence frameworks and life skills teaching.	Independence frameworks and evidence from school improvement reviews.	2
Continued training on adaptive technology and accessible environments.	Improved access and participation in learning.	1, 3

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

Budgeted cost: £18,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of iPads for PP students, with personalised communication and sensory engagement apps.	Research supports digital tools in improving communication and engagement for early learners.	1, 3
Implementation of structured communication interventions.	School-based and national evidence on targeted communication programmes.	1, 2
Deployment of specialist support staff to deliver independence and communication interventions.	Internal monitoring of intervention impact.	1, 2
Individualised mentoring and targeted tutoring sessions.	Personalised support improves engagement and outcomes.	2, 4

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

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Community and enterprise projects to apply independence skills in real-life contexts.	Improves confidence, autonomy, and life skills.	2
Parent workshops on supporting communication and independence at home.	Strong evidence for parental engagement in improving student outcomes.	1, 2
Ongoing emotional regulation support and well-being activities.	Supports inclusion and attendance.	4
Access to creative and therapeutic activities (music, movement, art).	Enhances communication and emotional expression.	1, 4

Total budgeted cost: £43,345

Part B: Review of the previous academic year

Outcomes for disadvantaged students

95% of PP students made expected or better progress across curriculum pathways.

Communication and independence remained areas of high impact following technology integration.

Attendance improved to 91.2%, exceeding national averages for special schools.

Staff feedback and lesson observations confirmed that personalised and technology-enhanced teaching had a strong positive effect on engagement.

Moving forward, the 2025–2026 strategy strengthens digital access for students and deepens structured intervention for independence and communication.