# Pupil premium strategy statement – The Linden Centre

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school  | 53 |
| Proportion (%) of pupil premium eligible pupils | 47.2% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020-2023 |
| Date this statement was published | SEPTEMBER 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Darren Lennon: Headteacher |
| Pupil premium lead | Wendy Hollands Assistant Headteacher |
| Governor / Trustee lead | Andy Cooke |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 28,555.00 |
| Recovery premium funding allocation this academic year | £ 0.00 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £ 0.00 |
| **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* | £ 28,555.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **The Linden Centre Statement of Intent**Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress in their Social, Emotional, Mental Health (SEMH) and closing the gap with missed education, as well as for those pupils who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, and helping pupils to access a broad and balanced curriculum with a focus on areas in which disadvantaged pupils require the most support. This, along with academic and SEMH intervention is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our schools. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that appropriate high-quality work experience, careers guidance and further education guidance is available to all for whom it is appropriate.Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessments and SEMH assessments, not assumptions about the impact of disadvantage. The approaches we have adopted completement each other to help pupils excel. To ensure they are effective we will: * Ensure disadvantaged pupils are challenged int eh work that they are set
* Act early to intervene at the point need is identified.
* Adopt a whole school approach in which all staff members take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Social, Emotional, Mental Heath plays a significant role in the challenges pupils face in their readiness to learn, access the curriculum and make academic progress.  |
| 2 | Barriers to attainment for pupils are their low levels, skills and working knowledge with writing, reading and maths.  |
| 3 | Pupils appear to have low levels of confidence and self-esteem and have a fixed mind-set rather than a growth mind-set which impacts on attendance and attainment.  |
| 4 | Identified barriers to learning include child protection concerns and underlying SEND needs, i.e. ASD, ADHD, ODD, PDA and MLD. |
| 5 | A key challenge to achievement is the impact of the Pandemic and the low phonics/reading skills and knowledge that pupils have.  |

## 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.

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| Intended outcome | Success criteria |
| Social, Emotional, Mental Health interventions by trained colleagues to support pupils’ personalised growth in these areas.  | To see pupils’ make progress with their readiness to learn, being able to access the curriculum and make academic progress too from when they first join the Linden Centre.  |
| Academic interventions by trained classroom teaching assistants that acknowledge gaps in learning.  | To see pupils’ growth where there are gaps in learning whether in maths, reading, spellings, writing, handwriting or other academic gaps from when they first join the Linden Centre.  |
| Use of Boxall Profiling, Provision Mapping, Target setting and Social, Emotional, Mental Health assessments (i.e. Student Assessment of Self and School, Anger and Aggression questionnaires, Strengths and Difficulties questionnaire, and Anxiety questionnaire.  | To see pupils’ improvement in low levels of confidence, self-esteem, fixed mind-set, attendance issues and all Social, Emotional, Mental Health areas from their initial assessment points on entering the Linden Centre. These intended outcomes will also support the success criteria on targeting and understanding pupils’ needs through their SEND documentation and removing barriers to learning.  |
| Introduction of and development of ‘Little Wandles’ phonics program that leads into Accelerated Reading to ensure the Linden Centre is a reading centre.  | To see pupils’ improvement and progress in first steps into reading via phonics and then to become proficient readers through dedicated timetabled reading sessions and targeted interventions when required.  |

## 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: £10,000.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SEMH interventions with dedicated, trained colleagues as well as mentor support on a 1:1 basis.  | Pupils become more settled and equipped to deal with situations they find challenging, thus enhancing academic achievement and to improve well-being and self-esteem that increases pupil engagement. Having a dedicated colleague ensures pupils have a person they trust to turn to outside of a teaching classroom.  | 1,2,3,4,5 |
| Feedback from teaching colleagues towards pupils and from colleagues towards teachers to inform teaching and learning.  | Feedback is information given to the pupil or teacher about the pupils’ performance relative to learning goals or outcomes. Its aim is to improve pupil learning by redirecting or refocusing the teacher’s or pupil’s actions to achieve a goal.  | 1,2,3,4,5 |
| Dedicated CPD from colleagues to colleagues based on subject and school development plans.  | Continual Professional Development between colleagues to support Quality First Teaching has shown consistency between centres is more pronounced which in turn supports all pupils’ learning.  | 1,2,3,4,5 |

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

Budgeted cost: £7,555.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole class reading | Pupils are making progress as we journey to making the Linden Centre a reading school through ‘Little Wandles’ phonics and Accelerated Reading  | 1,2,3,4,5 |
| Catch-up reading interventions and targeted phonics support | Targeted pupils are making progress and are beginning to reach age related expectations.  | 1,2,3,4,5 |

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

Budgeted cost: £ 11,000.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Outdoor Education Programme | This provides a sense of wellbeing, enjoyment and pride in pupils. It develops skills outside of the classroom which in turn bring success into the curriculum. It positively impacts on self-confidence, self-efficacy and motivation.  | 1,2,3,4,5 |
| Lennon’s Loot (reward system) | Pupils earn reward points which converts to Loot as a behaviour incentive (rather than using a punitive system). This follows the school’s positive reward system and provides experiences that pupils can ‘save up for’ or can spend as earned for those that need instant gratification.  | 1,2,3,4,5 |
| School Trips | Class based and whole school based trips provide well-rounded experiences linked to the curriculum and cultural capital which inspire pupils in all aspects of their lives. Visits ensure pupils see the purpose of their school work and provides them with memorable moments which increases motivation and develops exploration of the world around them.  | 1,2,3,4,5 |

**Total budgeted cost: £28,555.00**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **The Linden Centre 2022-2023 outcomes**The Pupil Premium is additional funding for publicly funded schools in England to raise attainment of disadvantaged pupils and diminish the differences between them and their peers. The government believes that this funding is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and Children Looked After (CLA) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. At The Linden Centre, the majority of our pupils are dual registered with their mainstream school and this money remains with their home school. If a pupil is fulltime due to permanent exclusion, then the PRU receives the full remainder of the Pupil Premium funding for the year. Due to the nature our provision, Pupil Premium funding is allocated by the Local Authority on a termly basis. As pupils are leaving and joining the PRU throughout the year we have estimated a predicted budget for 2021-2022 and is based on funding for the past two academic years.Pupil Premium funding has a positive effect on pupils’ progress and other outcomes such as their self-esteem, confidence, engagement in lessons and behaviour. Boxall Profile data for the Autumn and Spring Terms show that 100% of pupils made progress with their social, emotional or health (SEMH) needs however they did not make sufficient impact from meditation and mindfulness. Academic data for the Autumn and Spring Terms show that 76% of pupils made at least expected progress, in reading, writing and maths. Pupils have taken part in swimming lessons, and this will continue in to the new academic year, dependent on Covid restrictions. Pupils had the opportunity to attend Forest School, School trips, take part in activities off site and to see a pantomime.As a PRU we continue to focus on closing the gap between the attainment and progress of those children eligible for pupil premium funding compared to all children. We believe that all children should make at least expected progress during their time with us and it is our aim that all pupils, and in particular those eligible for pupil premium funding where appropriate, should make accelerated progress with reading, writing and maths skills and knowledge. This will be achieved through the regular assessment and setting of appropriate curriculum targets and of our high expectations of all our pupils.Objectives for spending of Pupil Premium 2022-2023 included: 1 The Pupil Premium will be used to provide additional educational support to raise achievement and attainment for eligible pupils.2 The Pupil Premium will be used to narrow the achievement gap between eligible pupils and their peers.3 The Pupil Premium will be used to improve the educational experiences of eligible pupils so as to have significant impact on their education and raise aspirations.4 The Pupil Premium will be used to remove barriers to learning for eligible pupils and raise achievement and attainment.**Accountability**The Head Teacher, Deputy Head Teacher, Assistant Head Teacher and school leadership team will regularly and rigorously monitor, evaluate and review the Pupil Premium income and expenditure and report to the Governing Body on provision and impact. **Impact**All intervention work funded through pupil premium will be aimed at accelerating the progress and achievement of eligible pupils to ensure they reach and, where possible, exceed age related expectations.**Monitoring**The progress of all pupil premium children will be discussed in depth by the Head Teacher, Deputy Head Teacher or Assistant Head Teacher with class teachers at half termly pupil progress meetings. Progress will be discussed with parents by class teachers at parents evening where the head teacher, pupil premium leader (AHT) and SENCo will also be on hand to answer questions/advise parents as necessary. All staff, including support staff, will be informed of the progress of pupils/have access to their records and other important documentation through the use of the school assessment system and the lead teacher for Pupil Premium (AHT) will report annually to governors on the outcomes of the Pupils Premium Strategy. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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