# Pupil premium strategy statement – The Linden Centre

This statement details our school’s use of pupil 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 | 63 |
| Proportion (%) of pupil premium eligible pupils | 63% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024/2027 |
| Date this statement was published | March 2024 |
| Date on which it will be reviewed | March 2027 |
| Statement authorised by | Darren Lennon |
| Pupil premium lead | Darren Lennon |
| Governor / Trustee lead |  |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £26,330.00 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium) funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £26,330.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 1. As an aspirational group of provisions, we create the environment to enable each of our young people to lead an enriched, successful and happy life. Together, we focus on developing the skills, attitudes and qualities for each individual young person to move successfully along to the next stage of their life journey. This includes a fundamental commitment to accelerating academic outcomes that reflect the best of each student's ability but with the holistic focus on enabling sustained healthy relationships. We believe that these are essential for success, future employment and maintaining strong resilient mental wellbeing. We encourage and value healthy attitudes to keeping themselves and others safe and well. The wellbeing of everyone is an equal priority, as we model our provision around the highest principles to #NurtureDevelopEmpower. 2. Our aim is to reduce the numbers of pupils who are Permanently Excluded from school by offering mainstream schools an alternative provision as an assessment and intervention. We offer a range of interventions so pupils can be supported, either within their mainstream school or at one of our provisions. 4. **We follow a reflective and restorative approach with the highest aspiration for everyone. Parents/carers, staff and our students  work collaboratively in a solution focused, growth mindset, can-do approach. We love enabling our young people to achieve their very best and we are proud of their success.** 5. We work in partnership with Telford and Wrekin Local Authority and with schools to make sure that all children, regardless of their background, have access to a great education and real choices in life here in our locality and beyond. 6. We believe that, with the right approach, every child has the potential to succeed - even those in the most challenging circumstances. Nothing should be a barrier to children achieving. The Linden Centre has grown into a group of 4 small provisions under the PRU umberella both serving the local needs of young people in Telford and Wrekin who need access to the tailored personalised educational provision we offer and also providing the earlier intervention to prevent children accessing our PRU as an excluded child. 7. All of our provisions are tailored to suit individual needs and we continually strive to support aspiration in every child who joins our family. We’re extremely proud of what they can and have achieved as typically our pupils perform in line with similar pupils nationally. The Linden Centre group of provisions is firmly committed to **#NurutreDevelopEmpower**and we aspire for achievement for all. 8. **We innovate, learn and adapt - and then we share it** 9. Things can only be changed through tailored education, hard work, high expectations and evidence-driven approaches. In some cases, it could be about tweaking the way a lesson is taught; in others, it's changing the way we think about training and developing teachers. We believe in a coaching model of success and that a constant cycle of self-reflection, coupled with high aspirations for all, promotes success. When finding the right pathway to transform our children's lives, we work alongside other mainstream schools to ensure high levels of transition and success for next steps. 10. **Working in partnership is key to everything we do, locally and nationally** 11. We can have an increased impact when we work with others, such as governments and educational organisations, as well as people at a local level too. From having key members of the community as management committee members, to engaging parents and taking part in local events, our schools work with others to create happy, safe communities. 12. Working together is key to everything we do: whether that’s teachers sharing resources across provisions, or children from different schools engaged in joint community projects. Our work has greater impact when we share knowledge and expertise so we have an open door policy and welcome practitioners and colleagues who visit from other schools nationally to collaborate together to find better ways to engage and produce cost effective high outcomes and progress for key groups. 13. **We are driven by the belief that every child can succeed if they have the right opportunities** 14. Over recent years, we have seen some life-changing results for children who attend our provisions. However it is only the beginning. We're committed to transforming even more lives through our holistic education and to continuously strive with others aiming to make Education in Telford and Wrekin truly transformational for everyone. |

## 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 | Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Our assessments 2022/2023 show that disadvantaged pupils generally achieve less positive outcomes. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. |
| 2 | Observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school. |
| 3 | Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. (behaviour records) |
| 4 | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. |
| 5 | Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel, money, social interactions. |
| 6 | Attendance figures indicate that disadvantaged students join the school with lower attendance than their peers |

## 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 |
| All pupils increase attendance | All students improve attendance from their starting point. Pupils with poor attendance show a substantial increase. |
| Improved attainment for disadvantaged pupils in all subjects, notably literacy and Numeracy, 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.  An increase in the percentage of disadvantaged pupils entered for GCSE subjects.  An increase in the number of pupils attaining Functional Skills Level 1 or 2 in Maths and English, Entry Level or Step up Qualifications, if they do not study GCSE Students attaining Level 1 vocational qualifications |
| Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology. | Assessment of pupils’ language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in school. |
| Pupils can use a range of strategies to maintain regulation throughout the day | Through achievement of core skills, shown in progress |
| Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. | Through observations and discussions with pupils and their families.  Life skills targets achieved in progress |
| Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity. | All disadvantaged pupils are able to access high quality work experience and careers mentoring.  By the end of the strategy, disadvantaged pupils are progressing to post 16 provisions. |

## 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 (CPD, recruitment and retention)

Budgeted cost:

**Music - £2,730.00 pa**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Contracted Music Teachers onsite offering Guitar, Vocal coaching and Music production to individuals/small groups of students. | Arts participation can offer a route to engage older students and develop positive attitudes to learning and wellbeing.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 3,4 |
| Allocation of dedicated reading and mentoring time and phonics Intervention resources to develop pupils reading and comprehension skills across the school | Reading for enjoyment, frequency and access to reading resources and Intervention programmes to enable young people to access their learning. Increased reading and comprehension skills enable access to curriculum materials and support independent learning.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1,2,5 |
| Pupils to explore and experience vocational options of interest to themselves. Individualised learning. | Pupils in enjoy following areas of special interest where this is possible. Many pupils learn by vocation and kinaesthetic learning. | 1,3,5,6 |

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

Budgeted cost:

**Lexonik - £8,000 Intervention**

**HLTA 6 hours a week - £5,174.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted attendance interventions, Key Adult time | A clear link between attendance and outcomes for pupils. We are often trying to break negative cycles | 1,3,4,6 |
| A range of support will be offered for individuals and groups of pupils where a need has been identified. | Developing the current good practice across the school, and improving our wellbeing support for pupils (Uniform etc) | 3,5,6 |
| Lexonik | Lexonik is an IT based Reading Intervention/catch up programme | 3,5,6 |
| One to One Targeted Interventions | Therapeutic Art, Wellbeing, LEGO therapy, Drawing and Talking | 3,5,6 |
| To offer pupils an exciting curriculum with some vocational provision that meets their needs and helps them to overcome barriers thus giving them equal opportunities | This is the fundamental universal offer for ALL pupils at the ILC and creates a secure platform for developing individualised learning through Quality First Teaching. | 1,2,3,4,5,6 |
| One to One support for Maths and English for specific students requiring catch up | Assessments have shown that PP students require additional one -to-one support to plug gaps in learning for English and maths. Assessments are used to assess reading and comprehension levels. | 1,2 |

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

Budgeted cost:

**Voice 2 - £8,000 Intervention**

**Offsite Provision/Trips - £4,000**

**Home Visits - £5,174.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Mental health and wellbeing of pupils | As well as developing the current good practice across the school, we wish to build on support for mental health and wellbeing of pupils | 1,2,3,5,6 |
| Meaningful and positive engagement with families that enable participation in target setting, implementation and reviews. | The LC works holistically with pupil, families. We are not only goal setting for school but for life | 1,3,4 |
| Pupils are more able to self-regulate and lower arousal levels, enabling a ‘just right state’ for learning | Giving pupils the tools to self-regulate | 1,3,4,5,6 |
| Home visits and off-site education for reluctant attenders to increase engagement | Discussions and observations show that pupils who find it difficult to attend school benefit from off-site provision and home visits to support engagement and attendance | 1,3,4,5,6 |
| Oracy programme – Voice 21 | The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.  Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1,2,3,5 |

**Total budgeted cost: £ 33,078**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Our internal assessments during 2022/23 indicated that disadvantaged pupils made below average progress.  Low attendance significantly impacted on progress for many students which has led to the development of the educational offer to focus on a more vocational carousel of activities that will promote enjoyment and purpose.  We have focussed on core academic outcomes through our resolution to maintain a high quality curriculum, even when pupils were not in school, by providing home tutors, online learning and work packs alongside onsite teaching.  Our assessments and observations suggested that for many pupils, being out of mainstream schools, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.  Targeted Support   * Promotion of the love of reading with a variety of materials at appropriate reading levels with interventions supported individual success * Pupils enjoyed the enrichment activities and vocational curriculum offers and benefited from them. It sparked interests that hopefully lead to a lifetime of interests/careers * The Linden Centre worked holistically with pupil and families to support children in school, introducing a Welfare Lead into the staffing structure. * We identified individuals and groups that needed additional support. The centre supported by engaging with external agencies and developing bespoke provisions to meet need. |

## Externally provided programmes

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| **Additional activity**  Additional activities to support pupil premium students:   * Working in partnership with local colleges to access opportunities such as open evenings, pre-arranged visits and taster courses * Arranging work-experience placements where possible that enable pupils to have first-hand experience of work environments. * **Planning, implementation and evaluation**   In planning our new pupil premium strategy, we evaluated activities undertaken in previous years and if it had the degree of impact that we had expected.  We have also put a sharp focus on supporting teachers to develop their professional practice and experience in specialist areas, allowing them to develop expertise and share them with other staff. The school has an induction programme for new staff to ensure consistency and quality.  We look at studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND  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 approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time. |