

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Lansbury Bridge School
Number of pupils in school (correct at the time of review)	235
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025, 2025 – 2026, 2026 - 2027
Date this statement was first published	Dec 2024
Date on which it was reviewed	Nov 2025
Next review date	Nov 2026
Statement authorised by	Carole Austin
Pupil premium lead	Heather Valentine
Governor / Trustee lead	Jenny Crawford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25 - 26	£156,715
Recovery premium funding allocation this academic year for all pupils not just PP	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£156,715

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Lansbury Bridge School our aim is to utilise pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. We are committed to raising pupil achievement through high quality teaching across the curriculum and supporting the wider developmental learning needs of our pupils. Socio-economic disadvantage is not the primary challenge our learners face and as such we do not see much variance in the outcomes of our learners who are in receipt of pupil premium funding, when compared to their peers. Such funding will continue to positively affect pupil readiness and engagement for learning, academic attainment, communication strategies, independence, self-regulation and social interaction opportunities.

We invest the pupil premium income received each year in providing additional support, staff training and resources to enable school staff to better meet our pupil's complex and diverse learning and developmental support needs.

Focused support for pupils is driven by the needs and strengths of each young person as identified in their Education, Health and Care Plan (EHCP). Senior Leaders, Teachers and Teaching Assistants will ensure that the resources allocated to the identified individuals will offer them the relevant skills and experience they require to be better prepared for adulthood and the world of work.

Challenges

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

Challenge number	Detail of challenge
1	The diverse range of pupil need results in many pupils requiring an individualised curriculum in order to make progress with EHCP outcomes and academic attainment. Many of our learners have communication difficulties with some being pre-verbal and requiring alternative methods of communication.
2	Our assessments and observations indicate that many of our learners are unable to access their education as their sensory needs have not been addressed and therefore pose a barrier to learning and engagement.

3	Through discussions with families and pupils and through observations it is evident that some of our pupils are faced with barriers to learning due to their social, emotional and mental health needs.
4	Through discussions with families we find that many pupils have fewer opportunities to develop cultural capital outside of school. Many parents are concerned what the future holds as their children enter adulthood and the world of work.
5	Through analysis of behaviour support plans and data gathered it is apparent that many of our learners require support in managing their behaviour positively so that they can access their education and make a successful transition to adulthood.

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>1. Pupils receive individualised curriculum based on their needs and preferred style of learning with all making good or better progress from their starting points.</p> <p>Improved communication for all identified pupils allowing them to effectively communicate preferences in a variety of contexts and make progress in line with their ability and stage of development.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2026/7.</p> <p>Improved pupil performance measured through data trawl, observations, EFL scrutiny and pupil progress meetings.</p> <p>EHCP/PLG (personal learning goals) and SALT outcomes monitored through the review process</p>
<p>2. Implementation of sensory diets for identified learners and based on their individual assessments and need. Appropriate resources utilised to support and extend length of pupil engagement in learning tasks. Pupils being encouraged to apply taught regulation strategies with increasing independence.</p>	<p>Evident through observations and pupil work - pupils attending to work based tasks for extended periods of time. Engagement profiles for all pupils with engagement model data gathered and used to inform future strategies.</p> <p>Observations of pupils being supported to complete their sensory diet activities as and when appropriate with some learners identifying and applying taught strategies independently.</p>

	EHCP/PLG outcomes being monitored and developed to prepare pupils for adulthood.
3. All school staff trained to ensure that embedded practice is trauma informed. Identified pupils accessing a trained mentor in school on a regular basis. Parents and pupils supported by family liaison officers (FLOs) with signposting to and collaboration with external agencies.	Wellbeing improved and evident through increased attendance, pupil and parent voice and observations. Pupil attendance increased. Engagement and increased performance evident through data trawl and pupil progress meetings.
4. All staff trained on the feeding trust 'eating as learning' curriculum with bespoke plans in place for pupils with restricted diets. Trained member of staff responsible for co-ordinating the development of careers throughout the school curriculum for every year group. Access to career connect so pupils feel equipped and confident as they prepare for adulthood. Increased opportunities for pupils to engage with a range of enrichment activities that they would not normally have access to such as trips, theatre performances, horticulture etc.	Progress through the feeding trust curriculum evidenced and shared with families. Employability skills and skills builders tracked and monitored through pupil EFL scrutiny. All year 9 pupils to have met with careers connect. Pupil and parent voice provided on the range of opportunities offered.
5. Trained team teach tutors within school available to train all staff and offer support to write and review personal support plans (PSPs). Behaviour support plans in place and used consistently to reduce physical intervention and increase pupil engagement and academic attainment. Pupils encouraged to regulate and manage own behaviour using taught strategies.	Reduction in physical restraints. Increased pupil engagement evidenced through observations and pupil progress Pupils becoming more independent in managing own behaviours – preparing for adulthood evidenced through discussions with staff and parents

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)

This report reflects the findings contained within the NIHR Child of the North - An evidence-based plan for addressing childhood vulnerability, crime and justice report 2024

Budgeted cost: £42,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training staff and embedding the feeding trust 'eating as learning' curriculum for pupils with PFD	As explained in the clinical research paper by Natalie Raven Morris Utilising the diagnostic criteria of paediatric feeding disorder: Updated findings from a population-based cohort study - Morris - Journal of Pediatric Gastroenterology and Nutrition - Wiley Online Library Paediatric feeding disorder (PFD) is highly prevalent but frequently underdiagnosed in the United Kingdom. Feeding difficulties are reported in approximately 25% of typically developing children and up to 80% of those with developmental disabilities. If we can support pupils through the 'eating as learning' curriculum to expand their intake of food then ultimately they will be more responsive to the world around them and the learning opportunities presented to them. Above all if we can improve their tolerances to new and varied foods then we will be supporting their health, wellbeing, educational needs and overall quality of life.	4 and 3
Trauma informed practice training undertaken by all staff so that we are able to realise, recognise, respond and prevent triggering any	Trauma-informed training and service redesign Youth Endowment Fund There is insufficient evidence currently to show the impact of training staff. However by receiving training staff are able to	

negative association to trauma experienced by the child.	<p>Realise the impact that trauma can have on children;</p> <p>Recognise the signs and symptoms of trauma;</p> <p>Respond to trauma by integrating knowledge and research on trauma into policies, procedures and practices; and</p> <p>Prevent retraumatisation by avoiding practices that could inadvertently trigger painful and traumatic memories.</p> <p>There is more conclusive data on the effectiveness of pupils then being identified to receive more specialised support in which we can refer or sign post them to their families to.</p> <p>Evidence suggests that trauma-specific therapies can support children and young people to cope with trauma and adverse childhood experiences (ACEs). This could disrupt the link between trauma and negative behaviours that are associated with later involvement in crime and violence.</p>	
Maintenance of a careers lead, to develop and improve the delivery of careers across all phases of school	<p>According to the Education Endowment Foundation (EEF) aspiration interventions tend to fall into 3 broad categories. By implementing a careers curriculum across the whole school that focuses on teaching practice and provides access to work related experiences and employability skills (category 2) we will improve pupil ambitions and therefore incentivise improved attainment. We will also work with families (category 1) through our 'What matters to me' day and annual review process we will promote links established in each pupils EHCP, focusing on preparation for adulthood.</p>	
Implementation of CEIAG across the school and embedded within the curriculum including CPD training for staff	<p>Aspiration interventions EEF</p> <p>The Gatsby benchmark for good career guidance (July 2019) sets out that good career guidance can have a profound impact on social mobility and this is particularly important for more than one million young people recognised as having SEND who are often held back by negative stereotypes and assumptions about their limitations. The role of trained school staff in raising aspirations is crucial.</p>	

CPD opportunity to train Team Teach tutors who will deliver training package for all staff members	Team Teach is an accredited Training provider that transforms relationships, equipping everyone to manage challenging behaviour and conflicts safely and respectfully. By having trained staff behaviours can be identified and re-directed much earlier to ensure they have the least impact on pupil learning and engagement. Behaviour management plans used ensure an individualised and consistent approach is used. Where appropriate staff will teach strategies so that pupils can self-regulate and apply taught approaches independently leading to greater life chance and success. https://www.teamteach.co.uk/	5 and 1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,466

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of computer based targeted intervention Lexia to support performance in reading.	The independent evaluator, the York trials unit concluded in their research of the computer based intervention software Lexia that it's practical approach benefitted lower attaining pupils. The use of technology in such a way is particularly useful in personalising learning to match individual's ability and needs. In some cases pupils accessing the software made 2 additional months' progress in reading when compared to other children. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=Lexia	1
One to one literacy intervention 'Active literacy kit' to support pupil performance in reading and writing	Active literacy kit has been developed by dyslexia action to support pupils who experience literacy difficulties whether dyslexic or not. It develops automaticity, fluency and accuracy in reading and spelling through multi-sensory based tasks. Carefully structured activities cover phonological awareness, word recognition, phonics, graphic knowledge and spelling. The rose report 2009 acknowledges that there is a well-established evidence-base showing that intervention programmes which systematically prioritise phonological skills for reading and writing are effective for teaching reading http://www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/Rose-Report.pdf	1
Collaboration with OT and	Child Mind Institute acknowledges the effect sensory processing difficulties can have upon education. Many	1 and 2

implementation of individualised sensory diets. Access to the appropriate resources and spaces to successfully implement the diet to improve pupil performance and life quality.	of our pupils struggle to handle all of the information from their senses and as a result they are unable to focus and participate in their learning. Sensory processing affects all pupils in different ways but through the regular implementation of OT directed sensory diets pupils are able to engage and are ready to learn. The long term goal is that pupils will independently maintain an appropriate level of alertness in order to respond appropriately across environments to the sensory stimuli present. https://childmind.org/topics/sensory-processing-issues/	
Lego therapy (brick club) sessions implemented to improve social, communication and language skills, cognitive skills, fine motor skills, and their emotional and behavioural responses.	Dr. Dan LeGoff in 2004 completed the first research into the effectiveness of Lego therapy and since then it has been further validated by speech and language therapists, psychologists and educational staff in delivering improvements in play, social skills, communication and language. The highly structured sessions offer familiarity, predictability through motivating and engaging tasks and games which meets the needs of SEND learners particularly those with ASC. http://www.legotherapy.com/links/	1

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

Budgeted cost: £63,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family liaison officers able to support to promote pupil and family well-being	Family Liaison Officers (FLO's) will focus their work on preventative and early intervention activities and assist in supporting parents to continue consistent approaches at home in order to support their child in managing their behaviour/ regulating their sensory needs and developing academic performance. FLO's will work alongside parents to ensure that pupil attendance remains above the national average. The EEF outlines that by utilising this shared approach with parents we enable all children to have full access to educational opportunities and help them to overcome barriers to learning. Evidence from the teaching	3

	<p>toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=parent</p>	
<p>Pupil Social, Emotional and Mental Health supported through 1:1 learning mentor sessions in order to promote overall wellbeing and in turn pupil performance and quality of life</p>	<p>Stephanie George in her article 'developing a mentoring programme' for SecEd identifies that Mentoring can be successfully used to support individual students to maximise their potential.</p> <p>The mentor's approach is one of facilitator, guide, supporter and enabler. They will offer guidance and support for any identified personal and domestic issues and provide opportunities for pupils to develop self-esteem and confidence. They will help pupils to identify any barriers to learning and develop an action plan to move forward.</p> <p>https://www.sec-ed.co.uk/best-practice/developing-a-mentoring-programme/</p>	3
<p>Collaborative links made with CulturEd a cultural education partnership to promote and develop creative opportunities for pupils whilst also raising their culture capital. Implementation of an arts week.</p>	<p>As an Artsmark town, a creative quality standard for schools accredited by Arts Council England, recognises that all creative subjects are a driver for whole school improvement, developing students' confidence, ability and creativity. According to research conducted by the EEF teaching and learning toolkit it is acknowledged that arts participation approaches have a positive impact on other areas in the curriculum. Self-expression through arts forms also benefit attitudes to learning and increased well being</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=arts</p>	1, 4 and 3

Total budgeted cost: £156,715

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 2024 to 2025 academic year.

Intended Outcome	Impact
<p>Pupils receive individualised curriculum based on their needs and preferred style of learning with all making good or better progress from their starting points.</p> <p>Improved communication for all identified pupils allowing them to effectively communicate preferences in a variety of contexts and make progress in line with their ability and stage of development.</p>	<p>Staff training on attention autism and the curiosity programme allowed for the implementation and development of natural and spontaneous communication through the use of visually based and highly motivating activities. Designed by specialist speech and language therapist Gina Davies, the implementation has reaped benefits in both communication and pupil engagement.</p> <p>The role of communication lead to support whole school staff training and on hand support has ensured that staff have the support and continuing professional development to support pupils appropriately. Widget training has been held twice and accessed by staff for CPD. Interactive toys, keyboards and BIGMAC switches have been purchased to support communication, interaction and engagement.</p>
<p>Implementation of sensory diets for identified learners and based on their individual assessments and need. Appropriate resources utilised to support and extend length of pupil engagement in learning tasks. Pupils being encouraged to apply taught regulation strategies with increasing independence.</p>	<p>Through the purchasing of new resources and the maintenance of shared and individual resources along with the sensory integration base being utilised throughout the school day, pupils have regular access to specific resources as outlined in their OT prescribed or school sensory diet.</p>
<p>Identified pupils accessing a trained mentor in school on a regular basis.</p>	<p>Pupils identified last year in need of accessing a qualified Learning Mentor, on a regular basis. Who also specialises, in sensory processing difficulties (S.P.D.) And is a qualified youth</p>

<p>Parents and pupils supported by family liaison officers (FLOs) with signposting to and collaboration with external agencies.</p>	<p>Mental health first aider and Trauma informed practitioner.</p> <p>1 Pupil on a NIROFTE was supported by mentor, on a 1-1 basis in class for 3hrs a day 4 days a week.</p> <p>16 Pupils accessed 1-1 talk time in regards to their mental health and wellbeing needs. 1 needed more in-depth support, due to them experiencing A.C.E.S and trauma. 1 pupil's intervention was in regards to a safeguarding concern.</p> <p>4 Pupils transitioned into school each morning with the mentor, to increase their attendance levels.</p> <p>10 Pupils accessed Lego Therapy, to promote their social and social communication skills.</p> <p>9 Pupils accessed social groups to develop skills in forming, maintaining friendships and dealing with conflict.</p> <p>4 Pupils accessed a drop-in service to support their emotional regulation and recovery.</p> <p>The Family Liaison Officers and learning mentor supported 79 families last year and a focus of their work was on preventative and early intervention activities which assisted parents in supporting consistent approaches at home in order to support their child in managing their behaviour/ regulating their sensory needs and developing academic performance. FLO's worked alongside parents to ensure that pupil attendance remained above the national average. In addition, we also held a catch 22 drop-in session for parents and parent hub sessions which included drop-in sessions for a brew and a chat, as well as providing awareness sessions on Sensory and one on Play.</p>
<p>Trained member of staff responsible for co-ordinating the development of careers throughout the school curriculum for every year group. Access to career connect so pupils feel equipped and confident as they prepare for adulthood. Increased opportunities for pupils to engage with a range of enrichment activities that they would</p>	<p>Please see the separate report prepared by the careers lead, which highlights the impact of the planned outcomes and achievements.</p>

not normally have access to such as trips, theatre performances, horticulture etc.	
Trained team teach tutors within school available to train all staff and offer support to write and review personal support plans (PSPs). Behaviour support plans in place and used consistently to reduce physical intervention and increase pupil engagement and academic attainment. Pupils encouraged to regulate and manage own behaviour using taught strategies.	All staff have received either a full TT course or the refresher required to keep them in code. This in turn has ensured that all staff are equipped with the skills to diffuse and de-escalate occurrences of pupil behaviour, thus resulting in fewer pupil physical restraints and damage to school property. As pupils are more regulated, they are able to attend to planned learning opportunities. Trained mentors have also support classes to write behaviour management plans in line with our personal support plans. A review of every child's personal support plan has also been completed by the departmental leads.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	Lexia Learning Systems LLC
RM Easi Maths	RM Education
White Rose Maths	White Rose Education
White Rose Science	White Rose Education
Discovery Espresso Coding	Discovery Education
Help Kidz Learn	Help Kidz learn

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.