



Lansbury Bridge School - Pupil Premium Strategy

The Pupils Premium Grant allocation for Lansbury Bridge between April 2016 and July 2017 was £140,871, which includes the following:

<u>Cohort</u>	<u>£</u>
<i>Ever 6 FSM</i>	<i>107,305</i>
<i>Post LAC</i>	<i>24,700</i>
<i>LAC (est)</i>	<i>8,866</i>

Barriers to educational achievement

At Lansbury Bridge School, all of our pupils face certain barriers to achievement, as having a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP) is the main criteria for our admissions process. In addition, nearly a quarter of all areas within St. Helens fall within the most 10% deprived of neighbourhoods nationally. These two factors alone can result in low aspirations and a high level of pupils not in education, employment or training (NEET) post 18 – a fact which is potentially exacerbated for our pupils receiving the pupil premium (PP or the premium) allocation. Many of our pupils also have physical, emotional or sensory barriers to learning, and may have mental health issues in addition to their primary need. In some cases, attendance may be a concern, either because of medical appointments, ill health, or otherwise.

How we plan to spend the Pupil Premium allocation

Historically, the majority of our pupils have received enhanced support at Lansbury Bridge, as is the nature of a community special school. In order to demonstrate going over and above this in order to close the gap between those who do and do not receive the premium, we have improved our provision by way of staff support for PP pupils, and have purchased certain sensory items, software packages, and curriculum aids and products, for those in receipt of the funding. Below is a typical list of services and products paid for out of the school PP budget. The list is by no means exhaustive, and may vary from time to time:

- Additional Speech and Language Sessions (including Lego Therapy)
- Additional support in the Sensory Integration Base
- Nurture Groups
- Dyslexia assessment and support
- Catch-up sessions for English and Maths
- Items to support behaviour management, e.g. sensory products
- Referring pupils on to other agencies and supporting families
- Extra sport sessions
- Access to the light room
- A bespoke curriculum
- Extra curricular activity
- Improving pupil attendance
- Promoting talent or interest, for example extra music tuition
- Transition support

All of the approaches identified should help boost academic attainment or address barriers to learning for our pupils, by improving their ability to focus, and easing their access to lessons. For many of our pupils, this provision will enable them to become more independent and to function more easily in the wider world. One pupil may receive one or more of the services and products in the list above, depending on their level of need at any one time. Administration and any additional meeting time is also charged to the PP allocation.

Measuring the impact of Pupil Premium spending

The simplest method of measuring impact at Lansbury Bridge is by using our B Squared data, and comparing our PP cohort's academic progress against that of others. More recently, we have purchased the SCERTS (Social Communication, Emotional Regulation and Transactional Support) assessment package for our ASD pupils, which is just moving on from the pilot stage, along with Quest for Learning for our PMLD pupils and Tapestry for our Early Years Foundation Stage. These alternative assessment methods allow us to measure in the most suitable way for each individual. For example, a pupil with ASD may not demonstrate enhanced progress in English or Maths, but may be making good or better progress in using appropriate eye-contact or interaction with peers. Similarly, PMLD pupils may benefit from demonstrating progress in sitting unsupported for an increasing length of time. If a pupil displays challenging behaviour, we may demonstrate progress by the reducing need for physical interventions, which are recorded and monitored. Naturally, other pupils may also benefit from some of the strategies put in place for PP pupils, and we take advantage of this. However, pupil premium pupils always take precedence for accessing any of the items or services purchased for this cohort. The grid below demonstrates our structured approach to gathering data.

	Academic	SEMH	Sensory	Physical	Behaviour	G+T
B Squared	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
SCERTS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
QUEST				<input checked="" type="checkbox"/>		
Tapestry	<input checked="" type="checkbox"/>					
MOVE				<input checked="" type="checkbox"/>		
IEP	<input checked="" type="checkbox"/>					
Appendix 7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

Our whole-school data shows that Pupil Premium pupils make similar progress, compared to other pupils in school. Evidence and the impact of PP spending from April 2016 to July 2017 will be posted on the website by 31st May 2018, as we are in the process of refining our presentation of this information. Our PP strategy will be reviewed in September 2018, along with the spending report and evaluation for April 2017 to July 2018.