

Pupil premium strategy statement – Lansdowne School

Financial Year 2024/25

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 financial year and the outcomes for the disadvantaged pupils last year

School overview

| Detail | Data |
|---|-----------------|
| Number of pupils in school | 171 |
| Proportion (%) of pupil premium eligible pupils (years 11 - 16) (98/113) | 87% |
| Current pupil premium and strategic plan covers (3-year plans are recommended) | 3 Years |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | Linda Adams |
| Pupil premium lead | Francis Downing |
| Governor | Kim Murray |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this financial year | £97,990 |
| Pupil Premium – Looked After Children (LAC) | £ 7,710 |
| Recovery premium funding allocation this financial year | £ 33,810 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this financial year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this financial year</i> | £139,510 |

Part A: Pupil premium strategy plan

Statement of intent

We believe that all students irrespective of their background and the challenges they face, deserve to access the very best in learning, experiences and opportunities so that they make fantastic progress, achieve high attainment across all areas and are prepared for future destinations.

Pupil Premium is allocated to effectively apply additional support to impact on pupil progress.

The Pupil Premium funding is allocated to schools with pupils ranging from year 7 to year 11 who are eligible for free school meals, anytime in the last six years and who are looked after or adopted.

Lansdowne students have an Autistic Spectrum Condition and associated learning disabilities. Most of our pupils are non-verbal and have significant speech, language and communication needs.

At Lansdowne School, we use the Pupil Premium to work in a multi-disciplinary approach with other professionals to support pupils' individual needs.

We measure the impact of Pupil Premium strategies through progress assessment and multi-disciplinary interventions such as Occupational Therapy and Speech and Language Therapy. Offering pupils alternative ways to communicate (visuals, core boards, school council and newsletters.)

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Social communication and social interaction |
| 2 | Pupils to take up the opportunity to work towards employability in the community |
| 3 | Staying healthy and eat a healthy diet |
| 4 | Providing enrichment opportunities |

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 A B C D | Success criteria |
|--|---|
| <i>A: Improve Levels of Engagement / social skills</i> | By the end of the year: <ul style="list-style-type: none"> ● Form peer friendships ● Contribute to the Enterprise Café ● Meet and Serve Parents / Carers at Coffee Mornings |
| <i>B: Develop Independent living and learning skills including eating well to stay healthy</i> | By the end of the year: <ul style="list-style-type: none"> ● Chose play activity with physical challenges, for example trampoline, cycle and gym. ● Increase active play ● Chose healthy food for school lunch ● Learn to prepare and cook during food technology lessons |
| <i>C: All students have increased opportunities to access learning outside of the classroom.</i> | By the end of the year: <ul style="list-style-type: none"> ● All students will have access to enrichment opportunities <ul style="list-style-type: none"> ○ Choir, Foot Ball, Computing, Animaes, Table Tennis, Art, Yoga and Dodge Ball ● Forest School - opportunity to enjoy time in the outdoors. develop a relationship with the natural environment and experience the changing seasons |
| <i>D: Communicate effectively</i> | By the end of the year: <ul style="list-style-type: none"> ● Active member of the Student Council ● Contributing to the school weekly news letter |

Activity in this financial year

This details how we intend to spend our pupil premium (and recovery premium) funding **this financial year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Cost: £90,897

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------|---|-------------------------------|
| Additional 121 TA Support | A percentage of salary across the school is funded by Pupil Premium to fund extra support in classrooms. Some pupils have significant speech, language and communication needs. Some pupils are non-verbal or have early language | 1, 2, 3, 4 |

| | | |
|--|---|-----------|
| Autism Specific Professional Development and training | development. All of which delivers good pupil progress and supports vulnerable pupils. Deliver training and support to staff and specialist intervention for pupils to ensure all pupils are able to use effective communication systems | |
| Coralie Dance, Breakfast Club and functional life skills, | There are strong links between communication, skill and aptitude in music and communication and engagement. | 1, 3, 4 |
| Parent Groups: EP / SALT/ OT Training Art Therapy, Lego Therapy | Pupils at Lansdowne School have multiple vulnerabilities including social circumstances, which present a barrier to their learning. Pastoral work with both pupils and adults ensures that home life is stable and supportive for the pupil. | 1,2, 3, 4 |
| Therapies including, Speech and Language, Occupational, Art, Play and Music, Educational Psychologist | To develop independent learning and living skills through a life skills curriculum across the school, students working and participating in the local community and students developing independent working through strategies such as Autism specific training, Speech, language and communication attention autism, TEACCH and Social Stories | 1,2,3,4 |
| Enrichment Clubs Including Basket & Foot Ball, Computing, Animation, Table Tennis, Art, Drama, Yoga and Dodge Ball | Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents. Improve life skills and provide a range of positive outcomes at school and beyond | 1,2,4 |

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

Cost: £41,670

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 1-1 HLTA interventions with targeted students Additional time allocated to EP | 1:1 work will ensure that pupil's individual needs are met. Delivering Makaton training, TEACCH and Social Stories. This enables focussed sessions for specific pupils to overcome barriers in their learning | 1,2,4 |

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

Cost: £6,969

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Cycles and Musical Instruments installed in the playground. | Widening their life experiences. Benefit and real-life experiences support learning and positive outcomes. Improvement in pupils' mental health and well being | 1,3,4 |
| Forest School | Forest School is a holistic approach to learning and development. It aims to develop the whole child Physically (through a variety of activities including climbing, whittling and den making) Mentally (through problem-solving and self-managed learning. Emotionally (e.g. through dealing with setbacks or talking through other problems they may have in their lives), Socially (through working collaboratively on most activities) Spiritually (through developing a relationship with the natural world). | 1,2,3,4 |

Total cost: £ 139,510

Part B: Review of the previous financial year

Outcomes for disadvantaged pupils

1. There are no significant progress gaps between PP and Non-PP and in some cases
2. The introduction of *Music Makes Sense* has led to increased interaction, engagement, movement and communication for our pupils.
3. The investment of the additional funding, i.e. Recovery Premium in sustaining a positive behaviour culture in the school. This is evidenced in pupils engaging enrichment activities like Basket Ball, Foot Ball, Computing, Animation, Table Tennis, Art, Drama, Yoga and Dodge Ball. Participation in play, developing peer friendships. Pupils are also better able to regulate their emotions
4. All interventions led by our intervention team have been carefully monitored and are used to update pupils educational plans
5. Overall, Lansdowne' pupil attendance is above the national average. It follows that due to the high number of PP pupils, there attendance is also very high. Pupils have increased their use of the recessed trampolines, more complex claiming frame, cycles and basket swings, which have contributed significantly to pupils' welling. Pupils are calm and well regulated.
6. Increase in the number of pupils needing access therapies, resulting in an increase in EP/OT/SALT and the increase in Inclusion/OT/SALT Resources required to deliver these. The outcome is that pupils are more independent and are overcoming barriers to learning.

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 year.

| Programme | Provider |
|-----------|----------|
| N/A | |