

Pupil Premium Strategy Statement – Lonsdale School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This is year two of a three-year plan.

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

Detail	Data
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	27.7%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claudia Thiele, Headteacher
Pupil premium lead	Andrew Perrett, Deputy Headteacher
Governor / Trustee lead	Chandra Green, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,873.20
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50,373.20

Part A: Pupil premium strategy plan - 2024 – 2028 - Year two of a three-year plan

Statement of intent

Our aim for using pupil premium funding is to allow the school to support pupils to address not only academic attainment but also support our pupils with other barriers they face as well as supporting them build their cultural capital so that they are well equipped and prepared for their next steps in their education.

In our school, we treat each pupil individually and, therefore, carefully map each individual pupil's starting point. This approach has been very successful in supporting all pupils within our school, with the support put in place allowing pupils from disadvantaged backgrounds to perform in line with their peers.

High-quality teaching and targeted intervention are at the forefront of our schools mission with targeted lessons assigned to work on not only on academic studies but also other soft skills such as preparing for life after school. Investments in high-quality teaching, including interventions, not only support our disadvantaged pupils but benefits all pupils within the school. While our focus is on the needs of those pupils from disadvantaged backgrounds, some funding is spent on whole-school approaches to enable all pupils to benefit.

Getting our pupils ready for life after school by developing independent life skills, social skills and providing high quality career guidance are some of many key areas that we include within our curriculum. At school we consider nothing extra-curricular and make sure all have equal opportunities regardless of whether the pupil is from a disadvantaged background or not.

The main focus of our pupil premium strategy is driven by the individual and what their strengths and needs are.

Challenges

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

Challenge number	Detail of challenge
1	Physical disabilities and other SENDs inhibiting access to learning.
2	Economic hardship affecting the learning opportunities young people can access.

3	Social and emotional wellbeing, social skills and friendships
4	Lack of cultural capital
5	Developing pupils' communication skills for both, verbal and non-verbal pupils.

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
Pupils from disadvantaged backgrounds perform in line with their peers in the core subjects of English, Maths and Science	<p>By reviewing the data captured at the end of year assessment data in 2027/2028 (when the strategy ends)</p> <p>Pupils from disadvantaged backgrounds will perform in line with non-disadvantaged peers.</p> <p>To ensure this will happen, data will be collected three times a year throughout each of the school years this strategy is valid and interventions put in place to support disadvantaged pupils.</p>
To have developed and supported communications skills between pupils allowing them to make greater friendships.	<p>Provide a series of lessons within the PHSE curriculum that address the development of friendships and communication. Pupil will be further supported to use these skills in other curricular activities, e.g. House events, lunchtime clubs etc.</p> <p>As a result of the above, we will be able to monitor behaviour incidents and will see a reduction in behaviour incidents and a greater number of achievements logged by 2027/2028.</p>
To increase pupils' cultural-capital experience	<p>To enable more pupils to have access to external visits from school by 2027/2028 to increase cultural capital. School is setting a target of a minimum of two class trips per pupil per year, each year until 2027/2028.</p> <p>To enable pupils to experience theatre productions by bringing theatre productions into school. To ensure there are two opportunities a year for these productions.</p>

To provide therapeutic intervention to support pupils with their social and emotional wellbeing	To provide therapeutic interventions for pupils in need of support. To purchase therapeutic services as/when required to best support pupils' social and emotional wellbeing.
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Activity in this academic year 2025 - 2026

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example CPD, recruitment and retention)

Budgeted cost: £3,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD – Developing subject leaders and class practitioners in their teaching practice</i>	By providing resources to enable the showing of best practice, we can aid and support the development of subject leaders to be able to develop effective curriculum plans that allow for effective progression within all areas of the curriculum. https://thehub.naht.org.uk/careers-development/the-importance-of-investing-in-your-cpd/	1,2
<i>Online/in person/in house training</i>	By providing training opportunities either in-house or out, best practice examples can be shared and networks developed between schools allowing the sharing of practice and resources. https://files.eric.ed.gov/fulltext/EJ1245169.pdf	1,2
<i>Resources to support lesson delivery</i>	School to purchase resources to support the delivery of curriculum as this helps support non-specialist teachers to be able to access what is expected of the curriculum. https://www.gov.uk/guidance/school-workload-reduction-toolkit#curriculum-planning-and-resources	1,2
<i>Teaching tools and resources to support pupils with barriers to learning e.g autism</i>	Autism specialist teacher provided training in house on supporting pupils with autism. Other specialist SEND training highlighted to teaching staff for CPD development. By keeping up to date with the latest research, we are better able to support pupils and, therefore, support their learning and development. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4962257/	1,2

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

Budgeted cost: £20,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Therapeutic input</i>	<p>Pupils need to be in a place where they are ready to learn, and by providing access to therapies, this allows pupils every chance to make progress</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p>	3
<i>Intervention</i>	<p>Supporting pupils with small group/1:1 tutoring will enable sessions to be completely tailored to the pupils' needs and enable maximum support and progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>One-to-one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3
<i>Music Lessons</i>	<p>By providing all pupils opportunities and the chance to access a variety of learning opportunities, we are able to increase pupils' cultural capital.</p> <p>https://www.trueeducationpartnerships.com/schools/what-is-ofsted-c-cultural-capital/</p>	3,4
<i>Technology – Investing in technology and support to access technology.</i>	<p>By providing VOCAs to give pupils the opportunities and support to express themselves, adapted devices, eye gazes, roller ball mice, adapted keyboards and touch screens we can increase the opportunities of pupils' engagement with technology to prepare them for life after school.</p> <p>https://www.onlinebusinessschool.com/importance-of-technology-in-education/</p> <p>https://www.assistiveware.com/learn-aac/what-is-aac</p>	3,5

<i>Developing effective communication</i>	Whether support through high-technology support such as VOCAs or low-technology approaches supporting pupils development through communication skills, it is vitally important to promote greater communication skills. https://www.assistiveware.com/learn-aac/what-is-aac	3,5
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Wider strategies (for example related to attendance, behaviour, wellbeing)

Budgeted cost: £26,413.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Financial support to enable pupils to attend educational visits and school clubs</i>	By providing all pupils opportunities and the chance to access a variety of learning opportunities, we are able to increase pupils' cultural capital. https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/	2,4
<i>Pantos, plays for pupils</i>	By providing all pupils opportunities and the chance to access a variety of learning opportunities, we are able to increase pupils' cultural capital. https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/	4
<i>Supporting pupils with home access to remote learning e.g. laptops, iPads, home internet and printers</i>	By providing access to remote learning with technology support, pupils can consolidate learning through 'Home Learning'. It also helps support when pupils are not able to be in school as it allows them access to lessons through our hybrid learning approach. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1,2,5
<i>Free School Meal vouchers for pupils and/or supporting with cost of meals within school.</i>	By providing support with meal costs and having morning snacks and breakfast, school can insure pupils have food enabling them to be ready for learning, as pupils who do not have access to enough food their concentration is affected.	2

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	
<i>Supporting with transport cost for educational trips, community experiences and/or support economic hardship</i>	By allowing access for all pupils to a wealth of curricular experiences, pupils' cultural capital is increased, which is essential for pupils' development. https://www.trueeducationpartnerships.com/schools/what-is-ofsted-c-cultural-capital/	1,2,4
<i>Mobility resources to support with pupils wellbeing and access to learning</i>	By providing adapted resources, school enables pupils to engage with all areas of the curriculum effectively and in a meaningful way allowing for pupil development.	1
<i>School uniform and equipment</i>	By providing uniform, clothing and equipment, school enables pupils to feel part of the school and feel accepted.	2
<i>Support for pupils working towards accreditation pathways</i>	By providing revision resources for those groups accessing accreditation pathways, we enable pupils to have the greatest chance of success.	1,2

Total budgeted cost: £50,373.20

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment data, when comparing between Pupil-Premium pupils and pupils not in receipt of the funding at school, shows that pupils eligible for Pupil Premium funding achieve in line or better compared to the whole-school population.

Subject	Whole School Percentage of Pupils on accelerated learning pathways	PP percentage of Pupils on accelerated learning pathways
English	46%	51%
Maths	45%	44%
Science	51%	64%

The above findings lead to the conclusion that Pupil-Premium funding at Lonsdale School is spent well to support eligible pupils through proactive early interventions to achieve in line or better with the rest of the school in their academic and non-academic learning and development.

A significant amount of the Pupil-Premium funding has been invested into targeted and wider strategies that include counselling, music therapy, investments into accessible computing equipment and AAC and investments into our musical offer, which have led to an overall increase in emotional well-being and readiness to learn. Pupil and parent voice questionnaires reflect that the majority of pupils feel happy, safe and supported at school and engage well in their learning.

Individual Pupil Premium Plans remain in place and help to focus on barriers to pupils' learning and how to remove these. The plans are reviewed at least once a term to look at progress and describe the impact of the Pupil Premium intervention.

Pupils in receipt of Pupil Premium have an attendance average in line with their non-disadvantaged peers (83.99% vs 83.15% respectively).

Eligible parents are encouraged to apply for free school meals and are made aware of the funding available to the school throughout the school year.

Externally provided programmes

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

Programme	Provider