Linden Bridge Pupil Premium Statement

This statement details our school's use of pupil premium funding for the **2025 - 2026** academic year 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	Linden Bridge School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	33%
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Claire Gungah Principal
Pupil premium lead	Claire White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,090

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is not always the primary challenge our pupils face, and we do not see a significant variance in outcomes for disadvantaged pupils across the school when compared to their peers.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that our curriculum 'Education for Life: Building Bridges to Independence' provides opportunities for all students to succeed in the next stage of their journey, whatever that may be.

Our School Improvement Priorities reflect the work we do to support our disadvantaged pupils:

- Embed delivery and monitoring of Teaching and Learning Principles to ensure effective teaching for all learners, **with a particular focus on the most vulnerable**
- Ensure whole school resources are effectively deployed to meet **increasing needs** and numbers of students and improve **outcomes of all**
- Increase all stakeholders' confidence in consistent, responsive deployment of behaviour protocols leading to improved outcomes for all, **with a particular focus on our most vulnerable learners**

- Continued work with the Local Authority, THPT Leaders and other stakeholders to ensure the most effective model to 'Build Bridges to Independence' **for all learners**

- Further development of the Preparation for Adulthood Curriculum leading to **all students** being ready for the next phase of their education

Challenges

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

Challenge number	Detail of challenge
1	All of our students have complex social communication needs, many with other co morbid diagnoses and this is identified on their EHCPs.
2	The majority of our students are working well below age related expectations and make much slower progress over time. Many of our students have spiky profiles meaning they might excel in some areas while experience difficulties in others.
3	Many of our students experience very high levels of anxiety and significant difficulties in regulating their emotions in line with Autism and ADHD. This has a direct impact on their ability to engage with their learning and can result in challenging behaviour. Many of our students have also experienced Adverse Childhood Experiences which have impacted on their ability to succeed so far.
4	Discussions with parents and carers have identified that our disadvantaged students have limited opportunities to develop cultural capital and development of independent life skills due to the complexity of their child's needs and the impact of their needs on the family. This leads to them feeling vulnerable and isolated with a reduced support network.

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
Embed positive behaviour for learning ensuring that all students feel safe and secure and achieve well	Students feel safe and secure and engage in positive behaviour for learning New and existing staff are confident in ensuring access arrangements for all students
Embed a broad and ambitious curriculum which gives all students the cultural capital they need to succeed in life	All students are making strong progress against their starting points, which includes all DA children Data is used to effectively plan intervention where progress is less than good Progress towards EHCP outcomes is clearly mapped to inform future planning and provision Data clearly tracks progress of students from their starting points
Strengthen a strong values-based culture that supports staff and student wellbeing, leading to sense of identity and belonging	Students feel safe and secure and engage in positive behaviour for learning Student wellbeing is well supported and any concerns are identified early and appropriate intervention is put in place

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Accounting for spend
Dyslexia Awareness Training – Interventions teacher	Education Endowment Foundation (EEF) recognises importance of high quality and inclusive literacy teaching including understanding of additional barriers that some pupils may experience. Some of our pupils may need further adaptation of resources and teaching approaches if presenting with difficulties that may be consistent with dyslexia. A trained TA who has good understanding of difficulties associated with dyslexia can deliver 1:1 English interventions, where relevant, and work jointly with class teams to upskill staff and ensure all pupils, including our most disadvantaged, have every chance to succeed.	1,2	£300
To enhance the wider curriculum opportunities, offer extended day clubs and further strengthen sporting opportunities in the community.	Evidence suggests that increasing physical activity and physical fitness may improve academic performance.	1, 2, 4	£5,000

	Physical Activity, Fitness, and Physical Education: Effects on Academic Performance - Educating the Student Body - NCBI Bookshelf (nih.gov)		
Ongoing CPD on Rosenshine's Principles of Instruction for all staff. Ongoing training cycle in specialist research-based Teaching & Learning approaches to support the progress of our young people with autism and additional needs.	Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk) Ongoing training in evidence-based approaches that support our young people with autism and complex learning needs ensures staff have the knowledge & skills to support all pupils to make progress and succeed within 4 broad areas. Staff Training is led by staff 'champions' , experienced subject leads and therapists who have expertise within key areas. **TEACCH**- a structured teaching & learning approach that focuses on the child's development needs, interests and skills to develop autonomy. Designed by clinical and educational psychologists who studied the unique way autistic people learn and consolidate skills. https://teacch.com/- Dr.Eric Schopler & Dr. Robert Reichler. **Colourful Semantics**- colour coded system to support pupils to develop understanding of grammar and sentence structure. Created by speech and language therapist to support pupils with CSCN. https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/ - Alison Bryan **Attention Autism-** Attention Autism was created by Speech & Language Therapist Gina Davies. A programme that encourages, inspires and helps to motivate and build	1, 2	£1,800

	shared attention and communication within a group situation https://attentionautism.co.uk/ - Gina Davies		
Ongoing training to support the SEMH needs of our young people with autism and additional needs	**Intensive Interaction**- person-centred communication approach that promotes social inclusion and communication. Widely recognised approach to support autistic people and those with complex social communication needs. https://www.intensiveinteraction.org/ Dave Hewett and Melanie Nind **Identiplay-** specialist approach to support children with complex social communication needs to develop joint attention & play skills https://www.solgrid.org.uk/eyc/wp-content/uploads/sites/31/2024/04/Indentiplay.pdf- Nicky Phillips & Liz Beavan **Lego Social Skills (based on Lego therapy)-** evidenced based approach developed by Clinical Psychologist that supports development of social communication skills in children with complex social communication needs https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot -Daniel LeGoff **TACPAC-** combines music and touch to support students with sensory processing and joint attention. It is a re-searched- based intervention that follows a unique model of correspondence between music, objects and activities to improve sensory alignment. https://tacpac.co.uk/ Research shows that improved sensory alignment enables the brain to regulate sensory input more effectively which leads to improvements with communication.	3	£500

	Two class teachers have attended TACPAC training and are now ‘champions’ in this intervention, supporting all staff to deliver as part of our universal offer. This is supporting our students with complex social communication and sensory processing needs		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Accounting for spend
Intervention Lead role in place to oversee all interventions, review progress of all students, complete barrier screening for all disadvantaged students and ensure the targeted intervention work is effective in improving student outcomes.	Effective interventions have been shown to improve student attainment when delivered and monitored effectively. 'Small-group and one-to-one interventions can be a powerful tool but must be used carefully.' 'Interventions should be carefully targeted through identification and assessment of need' 'Interventions should be applied using the principles of effective implementation described in the EEF's guidance report.' Putting Evidence to Work - A School's Guide to Implementation | EEF (educationendowmentfoundation.org.uk)	1, 2, 3	£5,000
Academic Intervention Teacher (English & Maths)	A Lead TA delivers interventions to support pupils in English and maths through 1:1 or small group sessions. Pupils identified as not making expected progress in key areas may access targeted interventions to remove barriers to learning. Our Intervention teacher works closely	2	£10,000

	with SENDCo & class teachers and follows 'assess, plan, do, review' model to continuously evaluate impact, implementing specialist approaches, such as Precision Teaching. Pupils who access academic interventions, including some of our most disadvantaged, have made good and better progress against personal starting points. Education Endowment Foundation (EEF) recognises targeted interventions to be valuable to support pupil progress: 'Targeted deployment where TAs deliver an intervention to small groups or individuals has high impact' https://educationendowmentfoundation.org.uk/		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Accounting for spend
Home School Link Worker employed for 18 hours per week to work holistically and preventatively with families to improve students' wellbeing and progress, providing support for families and students at	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	3, 4	£5,000

times of change and stress. To engage parents in supporting their children's education.	Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)		
Targeted Play Therapy sessions to support our young people, including our most vulnerable, to express and process feelings in safe space.	There is a growing body of research evidence that demonstrates the effective outcomes of Play Therapy which is developed from the work of Carl Rogers, the pioneer of person-centred therapy. It can support pupils in many ways such as developing communication skills, social awareness, building trust and expressing and processing emotions linking to a range of experiences, including traumatic events. The sessions incorporate art, music, sensory experiences, puppets, drama and small-world figures. Sessions can be accessed by young people at all communication levels, enabling a greater sense of autonomy. https://playtherapy.org.uk/how-does-play-therapy-work/	1,3	£6,550
Trained Lead TA in Emotional Literacy Support (ELSA) to support pupils' emotional needs. Intervention is research- based and recognised within EEF toolkit. A number of our most disadvantaged pupils have accessed ELSA to support their understanding and management of emotions relating to bereavement, friendships & self-esteem. This intervention has supported some of our most vulnerable pupils who have experienced emotional trauma.	ELSA intervention was developed by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants (TAs) to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. Our lead ELSA attends supervision sessions (6 per year) delivered by Educational Psychologists so they may continue to safeguard pupils and develop skills to support positive mental health & emotional wellbeing of our young people. https://www.elsanetwork.org/about/	1, 2, 3	£3,000

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit		
To ensure that all disadvantaged children have what they need for the school day	When children do not have what they need for school, we know this not only has an impact on their readiness for learning but can also affect wellbeing and self-esteem.	5	£2,000
To fund opportunities for attendance at trips and residentials which may be out of financial reach.	Learning Away has shown that a residential learning experience provides opportunities that cannot be achieved in any other educational context or setting. Impact - Learning Away	4	£2,250
Alternative Provision	Sometimes pupils may need extra support to access education safely or an individualised curriculum delivered in an alternative way, to support positive wellbeing. Pupils who are at risk of significant disengagement from school and who may be presenting with significant social, emotional and mental health (SEMH) needs may access bespoke alternative provision to support them to acquire skills to interact safely and positively with peers. Alternative provision in Surrey may include academic or therapeutic learning programmes and may be delivered in school, at home or within community. Pupil progress is continuously reviewed with a large emphasis on positive reintegration and improved positive wellbeing. Alternative provision is considered a short-term intervention in most cases. Surrey recognises the importance of alternative provision pathways for some pupils- https://www.surreycc.gov.uk/schools-and-	1,3	£9,500

	learning/schools/at-school/extra-support-for-your-child/alternative-learning-for-those-with-additional-educational-needs		

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:

Teaching (for example, CPD, recruitment and retention) Budgeted cost: ***£ 8,870***		
Activity	**Challenge number(s) addressed**	**Impact**
TACPAC training (touch & communications program)	1, 3	TACPAC is now implemented across a number of classes and delivered by teachers and support staff as part of our universal offer to support students with sensory processing and communication skills, including joint attention. Data has demonstrated improved pupil progress towards communication and social & emotional (SEMH) targets and pupils who have accessed this intervention have shown greater sensory awareness and alignment and improved ability to recognise and regulate emotions, enabling them to access curriculum.
Trauma Informed Training	3,4	Trauma informed training has ensured all relevant staff have greater understanding of how to support pupils who have experienced adverse childhood experiences and trauma. A greater understanding of how to support our young people has helped to ensure all pupils, including our most disadvantaged, feel safe, secure and a greater sense of belonging.
To enhance the wider curriculum opportunities, offer extended day clubs and further strengthen sporting opportunities in the community through the appointment of a PE Technician.	1, 2, 4	Sports clubs after school have enabled a number of pupils, including disadvantaged groups, to further- develop skills and interests through a wide range of activities. Pupils have been able to practice a number of key skills including social and gross motor. The range of activities have also enabled pupils to further- develop skills that support individual targets, wider EHCP outcomes and ultimately improve physical fitness.

Ongoing CPD on Rosenshine's Principles of Instruction for all staff. Ongoing CPD of specialist research-based teaching and learning approaches		Ongoing CPD for all staff ensures consistency of approach and high -quality teaching, always considering individual pupils' complex needs and learning styles. Rosenshine's Principles of Instruction combined with research-based specialist teaching approaches to support pupils with ASD and complex social and communication needs, ensure that pupils 'learn more and remember more'. Ongoing formative assessment & data has demonstrated the majority of pupils are consistently achieving good or better progress against personal targets in academic and EHCP broad areas. Early researched-based interventions are put in place, wherever needed, if pupils are not making expected progress to ensure all pupils are given maximum opportunity to achieve their full potential.
Ongoing training to support the SEMH needs of our young people with autism and addition needs	3	Specialist research-based & person centred interventions including Intensive Interction, Lego therapy and Identiplay have maximised pupils' opportunities and experiences of social inclusion and communication. These specialist teaching approaches are now delivered by teachers and support staff across whole school as part of our universal offer. Data has shown improved progress towards communication & Interaction and SEMH targets from starting points where pupils have accessed.
PDA Training – Spectrum space	1,3	Recognising that some of our pupils presenting with higher anxiety and 'higher need to control resulting in avoidance or everyday demands to an extreme extent' has been crucial in ensuring we make further adaptions, where needed, to give all pupils best opportunity to feel emotionally regulated and make progress within curriculum. All staff are now trained in how to support pupils presenting with extreme need to control situations as well as highly structured approaches.This has enabled us to ensure we have shared understanding and to support all pupils, including most disadvantaged, based upon individual needs.
Emotion Coaching Training	1,3	All staff are now trained in Emotion Coaching as part of our universal offer which ensures consistent relational approaches linking to empathy and which guides our pupils in times of heightened emotion, to understand and manage feelings and responses. This approach links intrinsically with our whole school values and positive behavior approaches. Data has shown increased pupil understanding of emotions and improved emotional regulation. Ultimately, consistent high empathy and relational engagement from all staff when pupils are distressed, has supported our young people to feel valued, understood and increased sense of belonging.

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: ***£ 15,000***		
Intervention Lead role	1, 2, 3	A number of pupils have accessed targeted interventions in academic and areas of SEMH. Termly data from progress meetings has demonstrated improved pupil progress towards academic targets following focused interventions in areas such as reading comprehension, writing composition, spelling, grammar and punctuation (SPAG), number & place value. Data has also demonstrated improved progress towards SEMH targets following focused interventions such as ELSA. Regularly updated Pupil Barrier Screening Documents have ensured current information for our most vulnerable and disadvantaged students and families to ensure we provide the right level of support and resources wherever needed, and that all pupils have equal opportunity to make expected progress and improve life chances.
Academic Interventions Teacher (English & Maths)	2	A Lead TA dedicated to delivering evidence- based and individualised interventions to support English and maths progress has enabled many of our pupils, including a number of our most disadvantaged, to improve progress towards personal targets from starting points. All interventions are consistently monitored. Our experienced teacher is trained in approaches including precision teaching and works closely with Intervention Lead, subject leads and other professionals to ensure all pupils are given best chance to succeed.
Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: ***£ 21,670***		
Home School Link Worker	3, 4, 5	Our Linden Bridge Home School Link Worker plays a vital role in supporting our families with a range of needs and challenges. High quality support, guidance and advice has enabled a number of families to overcome challenges such as navigating paperwork, applying for grants and accessing high-quality support within the local community. Improved parental involvement and engagement has improved communication, joint- working and pupil opportunities.

		When families have experienced periods of stress, positive relationships and open dialogue with a familiar adult has helped them to feel supported and overcome a number of barriers.
Targeted music therapy	1,3	Specialist music therapy sessions have supported a number of pupils, including some of our most disadvantaged, with important skills such as exploring and regulating emotions, improving communication and interaction, building social skills and developing self -confidence. The therapy has been particularly successful for pupils who are pre-verbal or have limited language as it has strengthened joint-attention and interaction. Music Therapy has been particularly effective to support pupils who have experienced trauma, enabling them to develop skills to regulate mood and improve positive self-image and overall wellbeing.
Trained ELSA to support pupils' emotional needs.	1, 2, 3	Our trained Emotional Literacy Support Assistant (ELSA) has supported pupils in a wide range of areas such as developing positive self- image/esteem, forming positive relationships with peers and coping with challenges such as bereavement, anxiety and parent separation. Our ELSA has worked 1:1 or with groups of pupils producing bespoke provision maps and setting individual pupil targets to improve outcomes and life experiences. Our welcoming ELSA room has enabled a number of pupils within a calm environment to work on skills to support their emotional needs. Social skills groups within classes have supported pupils to form positive friendships and understand how their behaviour may impact others, which will support them within the community and ultimately within life experiences.
To ensure that all disadvantaged children have what they need for the school day	5	Barrier screening documents as well as regular discussions between SENCo and class teachers ensure that all our pupils in receipt of pupil premium have the necessary equipment and resources they need to ensure they can fully access the curriculum. This ultimately bridges the gap between peers to ensure the best outcomes, opportunity and life chances for all our pupils.

To fund opportunities for attendance at trips and residentials which may be out of financial reach.	4, 5	Ensuring all pupils, including those in receipt of pupil premium, are able to attend trips and residentials means that all pupils have had equal opportunity to a rich, broad and balanced curriculum beyond the classroom with optimum chance to practice essential life- long skills. In addition to our class weekly outings, pupils may have opportunity to access planned residentials within the UK or abroad such as Butlins and skiing.