

# Pupil premium strategy statement

## School overview

Detail	Data
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	%
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	June 2025
Statement authorised by	Alison Francis, Headteacher
Pupil premium lead	Franck Lavie, Deputy Headteacher
Governor lead	Helen Fox-Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,150
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£45,150</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to ensure that all disadvantaged pupils in our school are given the targeted, holistic support they need to achieve their full potential—academically, socially, and emotionally. We recognise that our pupils face a range of complex barriers to learning, including low confidence and self-esteem, difficulties with communication and interaction, and limited access to consistent social, health, and family support services.

Through a whole-school commitment to high-quality, evidence-informed teaching and personalised learning, we aim to strengthen pupils' core skills in mathematics, phonics, and reading while developing functional and life skills that prepare them for adulthood. Our curriculum and teaching approaches are designed to promote communication, independence, and self-regulation, enabling pupils to become confident, resilient learners who can access and engage with their education effectively.

We work closely with families, therapists, and multi-agency partners to provide consistent, wraparound support that meets pupils' individual needs and promotes wellbeing. By fostering aspiration and building on every pupil's strengths, we aim to reduce barriers to learning, close attainment gaps, and empower our young people to lead fulfilling, independent lives beyond school.

## Challenges

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

Challenge number	Detail of challenge
1	The school recognises that disadvantaged pupils often require targeted support to build confidence, self-esteem, and higher aspirations for their learning. Many of these pupils show lower engagement and motivation, particularly in mathematics, phonics, and reading. To address this, we are prioritising the development of core skills in numeracy, literacy, and communication—including number sense, counting, money management, phonics, and reading comprehension—to strengthen pupils' understanding and functional life skills, preparing them effectively for adulthood.
2	Our assessments, observations, and discussions with pupils indicate that disadvantaged students often experience greater challenges in communicating and expressing their needs compared to their peers. These include difficulties with verbal communication, limited language development, and reduced social interaction skills. As a result, some pupils face barriers to regular attendance and are at increased risk of experiencing mental health difficulties.
3	Our assessments, observations, and discussions with families and multi-agency partners show that the wellbeing and broader development of

	many disadvantaged pupils have been affected by limited access to resources and fragmented social and health services. These factors have, in turn, impacted their educational progress. We recognise that Behaviour for Learning is shaped by social, emotional, and cognitive influences, and our aim is to support pupils in developing self-regulation and consistency, enabling them to access learning more effectively.
--	--

## 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
Ensure consistent high-quality teaching across school based on evidence informed research pedagogy.	<p>Teaching teams report increased in confidence in teaching phonics and reading.</p> <p>Teaching teams report increased confidence in teaching maths.</p> <p>Progression in maths, phonics and reading is evidenced.</p> <p>Rosenshine's Principles understood and embedded in practice.</p>
Staff are trained to understand a wide variety of speech, language and communication needs and how to implement strategies to support students.	<p>Through achievement of EHCP short term outcomes.</p> <p>Students and staff are using communication boards and any other communicative resources e.g. ID cards, mini boards, etc. demonstrating a flux of expert communication skills.</p>
Implement ALU across school to support self-regulation and learning.	<p>Students have high aspirations and motivation to challenge themselves.</p> <p>Behaviour is managed consistently across the school leading to positive conduct and continuous learning.</p> <p>Students are supported to develop strategies to self-regulate.</p> <p>Through termly student voice activities leaders are assured students feel valued and happy.</p>
Drama therapy delivered to enhance the students' communication, social and developmental needs and to provide opportunities for self-expression.	<p>Students show an improvement in their communication with peers and staff, and shows thorough enjoyment in the sessions.</p>

## Activity in this academic year

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

### Teaching

Budgeted cost: **£10,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The subject leaders will engage with our Trust schools and maths hub to develop the quality of mathematics teaching through CPD.</p> <p>The subject leader will engage with our Trust schools and liaise with the Trust Communication Lead to develop quality interaction leading to learning.</p>	<p><b>1. Developing the quality of mathematics teaching through CPD and collaboration with the Maths Hub</b></p> <ul style="list-style-type: none"> <li>• <b>EEF Guidance:</b> The <i>Education Endowment Foundation (EEF)</i> highlights that high-quality CPD focused on subject-specific pedagogy has a strong, positive impact on pupil outcomes. Their “<i>Improving Mathematics in Key Stages 2 and 3</i>” guidance report emphasises the importance of collaborative professional learning, using manipulatives and representations, and developing mathematical reasoning and fluency.</li> <li>• <b>DfE Guidance:</b> The <i>DfE Mathematics Guidance (Key Stages 1–3)</i>, developed in collaboration with the <i>National Centre for Excellence in the Teaching of Mathematics (NCETM)</i>, advocates for mastery approaches supported through Maths Hub networks to improve the consistency and quality of maths teaching.</li> <li>• <b>Special School Context:</b> Collaboration within Trust networks ensures subject leaders can adapt mainstream best practice to meet the diverse needs of pupils with SEND, embedding functional numeracy and life skills relevant to real-world contexts.</li> </ul> <p><b>2. Enhancing communication and interaction through collaboration with the Trust Communication Lead</b></p>	<p>1, 2, 3</p>

	<ul style="list-style-type: none"> <li>• <b>EEF Guidance:</b> The <i>EEF Toolkit</i> identifies <b>Oral Language Interventions</b> and <b>Communication and Language Approaches</b> as highly effective, with an average impact of +6 months' progress. These approaches are particularly effective when staff are trained and interventions are embedded across the curriculum.</li> <li>• <b>DfE and NHS Evidence:</b> The <i>Communication Trust</i> and <i>NHS Speech and Language Therapy (SaLT)</i> guidance advocate for whole-school communication strategies that promote interaction, independence, and engagement in learning for pupils with complex communication needs.</li> <li>• <b>Special School Context:</b> Working with the Trust Communication Lead ensures consistent implementation of <i>Total Communication</i> strategies—including signs, symbols and structured interaction models—aligned with pupils' EHCP outcomes and supported by external expertise.</li> </ul>	
<p>CPD for all staff on developing Rosenshine's principle within delivery.</p>	<p><b>EEF Evidence:</b> The <i>Education Endowment Foundation (EEF)</i> highlights that high-quality teaching has the greatest impact on pupil outcomes, particularly for disadvantaged learners. Evidence-based approaches such as <i>explicit instruction, modelling, and scaffolding</i>—central to Rosenshine's Principles—are proven to improve knowledge retention and understanding.</p> <p><b>Research Base:</b> Barak Rosenshine's <i>Principles of Instruction</i> (2012) are grounded in cognitive science, demonstrating that regular review, guided practice, and checking for understanding enhance pupils' ability to embed and apply learning.</p> <p><b>DfE Guidance:</b> The <i>Standard for Teachers' Professional Development (DfE, 2016)</i> emphasises that effective CPD should be sustained, evidence-informed, and focused on improving pupil outcomes through better teaching practice.</p>	<p>1, 2, 3</p>

	<p><b>Special School Context:</b> Embedding Rosenshine’s Principles supports consistent, structured teaching across all classrooms—crucial for pupils with SEND who benefit from clear routines, repetition, and small-step instruction. This approach helps staff to scaffold learning effectively, promote independence, and ensure that pupils can access the curriculum at an appropriate pace and level.</p>	
<p>Autism Level Up training sessions and resources.</p>	<p><b>EEF Evidence:</b> The <i>Education Endowment Foundation (EEF)</i> highlights that approaches supporting <b>social and emotional learning (SEL)</b> and <b>metacognition/self-regulation</b> can significantly improve engagement and outcomes for pupils with SEND, with average gains of +4 to +7 months’ progress. Autism-specific training helps staff develop these strategies through a deeper understanding of pupils’ sensory, emotional, and communication needs.</p> <p><b>Research Base:</b> The <i>Autism Level Up</i> framework, developed by educational psychologists and autistic professionals, promotes shared understanding between staff and students, focusing on <b>self-regulation, sensory processing, and perspective-taking</b>. These are key to supporting learning readiness and reducing anxiety-related behaviours.</p> <p><b>DfE and NICE Guidance:</b> The <i>SEND Code of Practice (DfE, 2015)</i> and <i>NICE Quality Standard for Autism (QS51)</i> recommend that schools provide staff training to increase understanding of autism and ensure consistent, informed practice that supports positive behaviour and inclusion.</p> <p><b>Special School Context:</b> Embedding Autism Level Up principles across the school enables staff to create <b>predictable, emotionally safe learning environments</b>, tailored to each pupil’s sensory and communication profile. This leads to improved engagement, reduced incidents of dysregulation, and greater access to learning.</p>	<p>1, 3</p>

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commissioning a private Education Psychologist	<p>Specialised expertise (gap in existing services, specialised assessments, consultative role).</p> <p>Tailored intervention programmes (individualised support, longitudinal follow-up).</p> <p>Improved outcomes for students (enhanced academic performance, mental health and well-being).</p> <p>Support for staff and parents (professional development, parental guidance)</p> <p>Long-term benefits (prevention of escalation, consistent and efficient service vs potentially fragmented public services)</p>	1, 2, 3
Additional OT and SaLT support to enhance students' communication and self-regulation.	<p>LINKS provided Individual strategies which support PMLD/ASD students self-regulate. Progress in self-regulation demonstrated through fewer incident reports on CPOMS. Students access individualised sensory diet.</p> <p><a href="https://speechandlanguage.org.uk/educators-and-professionals/">https://speechandlanguage.org.uk/educators-and-professionals/</a></p>	1, 2, 3

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Open Theatre sessions	<p>Open Theatre explore young people's creativity leading to a positive impact on learning outcomes, capacity to learn, confidence and sense of self, and the roles they can play in the world.</p> <p>Their work draws on contemporary conversations about the nature of disability, difference and creativity. They consider their work inspired by The Social Model of Disability, The Holistic Model of Learning Disability, Clowning, and Intense Interaction.</p> <p><a href="https://www.opentheatre.co.uk/about-us/">https://www.opentheatre.co.uk/about-us/</a></p>	1, 2, 3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	
Residential	They provide opportunities for personal, social and academic development: Development of independence (learning life skills, increased self-confidence), social and emotional growth (enhanced social interactions, peer relationships), Improved academic outcomes (experiential learning, tailored instruction), behavioural improvements (structured environment, therapeutic support), preparation for adulthood (transition to independent living, vocational skills training) <a href="https://ncse.ie/">https://ncse.ie/</a>	1, 2, 3
Communication boards and resources (incl. Widgit)	Total Communication strategies have developed across school and staff provide opportunities for consistent communication (peer to peer, students to staff, staff to students) using signs, symbols and boards. Students are confident to approach staff and use their key symbols. Students use symbols (and Makaton) with others when playing outside and moving around school. Students connect better with the learning provided and being able to ask for help. <b>1*</b>	

**1\***[https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm\\_source=early-years-evidence-store/communication-and-language&utm\\_medium=search&utm\\_campaign=site\\_searchh&search\\_term](https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term)

**Total budgeted cost: £45,150**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

--