School overview

Detail	Data
School name	Baginton Fields Academy
Number of pupils in school	123
Proportion of pupil premium eligible pupils	48% (59 of 123 pupils)
Academic years covered by this strategy	2026-27 to 2028-29
Date published	October 2026
Date of next review	July 2027
Statement authorised by	Vikki King, Headteacher
Pupil premium lead	Rachel Burnside
Governor / trustee lead	To be confirmed

Funding overview

Detail	Amount
Pupil premium allocation for 2026-27	£46,200
Funding carried forward from previous years	£0
Total budget for 2026-27	£46,200

Planning note: £46,200 is the confirmed annual planning baseline for 2026-27. Future allocations will be inserted annually when confirmed; activities and costs will be adjusted without unnecessarily changing the core three-year priorities.

Part A: Pupil premium strategy plan

Statement of intent

Our objective is for disadvantaged pupils to achieve strong, meaningful outcomes from their individual starting points and to participate fully in the life of the academy. Because pupils have complex SEND, success is considered through progress in communication, foundational learning, engagement, regulation, independence and preparation for adulthood, alongside academic attainment, where appropriate.

The strategy is rooted in diagnostic assessment and individual need rather than assumptions about disadvantage. It combines high-quality adaptive teaching, targeted specialist support and wider approaches that remove barriers to attendance, participation and learning.

Over 2026-2029, the academy will strengthen a sustainable whole-school model in which specialist Speech and Language Therapy (SaLT), Occupational Therapy (OT), creative therapeutic provision and physical development are translated into everyday classroom practice. A central priority for 2026-27 is strengthening provision for pupils with complex needs through communication resources informed by SaLT recommendations, curriculum adaptation and focused professional learning, including visits to schools demonstrating exceptional practice. Staff release and cover are therefore integral to implementation, training, joint planning, external professional learning, pupil access and impact review.

The strategy is aligned directly with the Baginton Fields Academy Development Plan 2026-27 and will be monitored through the same MER cycle.

Pupil premium activity contributes particularly to ADP

Priority 1: Communication and Inclusive Provision;

Priority 2: Phonics, Reading, Writing and Foundational Skills;

Priority 3: Curriculum, Teaching and Complex Needs;

Priority 4: Assessment and EHCP Outcomes;

Priority 5: Behaviour, Attendance and Safeguarding Culture;

Priority 6: Personal Development, Careers and Preparation for Adulthood.

Decisions to continue, adapt or stop activity will be based on the ADP success measures and pupil-level evidence, including curriculum assessment, EHCP outcomes, communication and regulation profiles, attendance, engagement, behaviour, participation, pupil voice and case studies.

Challenges

Challenge	Evidence	Detail
1	EEF (2023) Communication and Language Approaches. DfE (2024) SEND code of practice: 0 to 25 years	Disadvantaged pupils may have significant communication and interaction needs that limit their ability to express needs, make choices, build relationships and access learning independently.
2	DfE (2025) Identifying and supporting the needs of children with SEND in mainstream settings. EEF (2026) Feedback: The engine room of adaptive teaching. M, Leswell (2025) The shift to adaptive teaching: A research-informed guide DfE (2017) SEN support: A rapid evidence assessment	Pupils with complex needs require carefully adapted curriculum pathways, specialist communication resources and highly personalised teaching approaches. Variability in foundational literacy, numeracy and cognition can restrict curriculum access and the functional application of learning.
3	DfE (2025) Identifying and supporting the needs of children with SEND in mainstream settings.	Sensory processing, physical, emotional-regulation and well-being can reduce readiness to learn, sustained engagement and participation across the school day.
4	DfE (2026) Working together to improve school attendance EEF (2024) Supporting school attendance	Attendance is a significant barrier for disadvantaged pupils. In 2025-26, pupil premium eligible pupils had attendance of 87.33%, compared with 90% for pupils not eligible for pupil premium. Persistent absence was 50% for pupil premium eligible pupils, compared with 32.14% for pupils not eligible.
5	EEF (2021) Effective Professional Development EEF (2024) A School's Guide to Implementation	Specialist recommendations do not improve outcomes unless staff have the time, knowledge, resources and leadership oversight to implement them consistently. Further professional learning, including observation of exceptional complex-needs practice in other schools, is required to strengthen provision and build sustainable internal expertise.

- Education Endowment Foundation (EEF), *Special Educational Needs in Mainstream Schools* (2020, updated resources). [educationе...ion.org.uk], [d2tic4wvo1...dfront.net]
- Department for Education, *Identifying and Supporting the Needs of Children with SEND in Mainstream Settings* (2025). [gov.uk]
- Education Endowment Foundation, *Communication and Language Approaches*. [educationе...ion.org.uk]
- Education Endowment Foundation, *Supporting School Attendance* (2024). [educationе...ion.org.uk], [educationе...ion.org.uk]
- Department for Education, *Working Together to Improve School Attendance* (2026). [assets.pub...ice.gov.uk], [gov.uk]
- Education Endowment Foundation, *Effective Professional Development* (2021). [educationе...ion.org.uk]
- Education Endowment Foundation, *A School's Guide to Implementation* (2024).

Intended outcomes by July 2029

Intended outcome	Success criteria
1. Improved communication and interaction	100% of disadvantaged pupils have current communication strategies reflected in pupil profiles and classroom practice. MER confirms agreed communication strategies in at least 90% of samples, and at least 80% make expected or better progress towards prioritised communication outcomes, with improved choice, participation and independence.
2. Stronger complex-needs provision, foundational learning and curriculum access	All relevant disadvantaged pupils are accurately baselined and receive appropriately matched foundational-skills provision. At least 90% of sampled delivery meets agreed expectations. The majority of participating pupils make measurable progress from baseline, and curriculum pathways and learning environments are adapted consistently for pupils with complex needs.

3. Improved regulation, engagement and readiness to learn	MER evidence shows increasingly consistent implementation of agreed SaLT, OT, relational and regulation approaches. Pupil-level evidence demonstrates improved engagement and independence, increasing use of regulation strategies and reduced loss of learning associated with dysregulation or sensory barriers.
4. Improved attendance, wellbeing and inclusion	Pupil premium attendance improves from the 2025-26 baseline of 87.33%, persistent absence reduces from 50%, and the gaps with pupils not eligible for pupil premium narrow. Individual plans and case reviews evidence timely action and improved access to learning.
5. Greater independence and preparation for adulthood	Participation is tracked for disadvantaged pupils and gaps in access are identified and reduced. Disadvantaged pupils access planned creative, physical, community, careers and preparation-for-adulthood opportunities and demonstrate increasing independence, self-advocacy and functional application of learning.
6. Sustainable staff capability and accountability	MER confirms that professional learning, coaching, external visits and specialist recommendations are translated into improved classroom practice. Leaders report termly against aligned ADP measures and can evidence impact, value for money and decisions to continue, adapt or cease activity.

Activity in 2026-27

The following annual plan will be refreshed each year within the three-year strategy. Costs below total the confirmed 2026-27 allocation of £46,200.

Teaching and implementation capacity

Activity	Evidence and rationale	Challenges	Budget
Staffing cover and release capacity	Provides capacity for staff to attend specialist sessions and training, undertake joint planning, implement therapist recommendations, adapt complex-needs provision and monitor impact. Release also enables focused professional learning and visits to schools demonstrating exceptional practice, with clear expectations for learning to be translated into classroom improvement. This is an enabling cost directly connected to delivery rather than general staffing.	1, 2, 3, 5	£10,000
Complex-needs curriculum adaptation and targeted resources	Communication resources based on SaLT recommendations, together with sensory, regulation, literacy, numeracy and participation resources. Funding will also support targeted adaptations to curriculum pathways, learning activities and environments so that pupils with complex needs can access and apply learning more independently.	1, 2, 3, 5	£2,627

Budgeted cost: £12,627

Targeted specialist support

Activity	Evidence and rationale	Challenges	Budget
Links Therapy: SaLT and OT provision	Specialist assessment, advice, modelling, staff development and targeted support to improve communication, sensory regulation, physical access, independence and curriculum participation. Recommendations will be embedded by class teams and reviewed through pupil-level evidence.	1, 2, 3, 5	£19,965
Open Theatre	Creative therapeutic practice to develop communication, interaction, confidence, self-expression, engagement and social participation. Individual and cohort outcomes will be agreed and evaluated rather than relying on participation alone.	1, 3, 4	£9,828

Budgeted cost: £29,793

Implementation and evaluation

Measure	Monitoring approach	Frequency / accountability
Communication and EHCP outcomes	ADP communication standards, pupil profiles, AAC availability/use, progress towards prioritised communication and EHCP outcomes, pupil choice and independence.	Termly - pupil premium lead, curriculum leaders and Links Therapy
Foundational skills	ADP baselines, phonics/reading/writing and functional mathematics assessment, implementation fidelity, regrouping and moderation by pupil group.	Termly - curriculum/pathway leaders
Engagement and regulation	ADP curriculum and adaptive-teaching MER, engagement and independence baselines, regulation plans, incident/lost-learning analysis and OT recommendations.	Termly - pastoral/behaviour and curriculum leaders
Attendance and participation	ADP attendance and persistent-absence analysis by pupil group; individual attendance plans; participation tracker for Open Theatre, Sky Blues, enrichment and preparation for adulthood.	Half-termly - attendance lead and pupil premium lead
Quality of implementation	Joint ADP/PPG MER: pathway audits, learning walks, work scrutiny, staff feedback, training records, external-visit learning logs, implementation checks and sampled disadvantaged-pupil case studies.	Termly - senior leaders
Value for money	Termly comparison of spend, reach, dosage and pupil impact against the relevant ADP success measures, followed by a decision to continue, adapt or stop each activity.	Termly; reported annually to governors/trustees

Three-year delivery sequence

Year	Strategic emphasis
2026-27: Establish and baseline	Deliver and evaluate funded activity through the 2026-27 ADP: establish pupil and provision baselines; implement agreed communication, foundational-skills, complex-needs, attendance and participation actions; monitor through the shared MER cycle; and report progress against ADP success measures.
2027-28: Embed and refine	Use first-year evidence to refine targeting; strengthen generalisation across curriculum pathways; address gaps in attendance, communication, regulation and foundational learning; update annual costs.
2028-29: Sustain and evaluate	Evaluate cumulative impact and value for money; secure sustainable internal practice; identify provision to continue, adapt or cease; set the next strategy from evidenced need.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Evidence of progress to July 2026

The evidence below demonstrates progress in establishing stronger systems, expectations and staff practice. Where direct pupil outcome evidence is not yet sufficiently quantified, this is identified as implementation progress rather than a secured impact judgement.

Communication

•Communication was established as a whole-school improvement priority, supported by an action plan reviewed throughout the year.

•Environmental communication standards were introduced across classrooms, and the communication policy was reviewed and strengthened.

•Use of visual support and communication resources increased, with stronger attention to expressive communication and accessibility.

•Collaboration strengthened between class teams, communication leads and therapy services.

•On the whole, a significant majority of pupil premium students achieved their EHCP targets last academic year. This also showed students progressing well in communication and interaction.

Teaching, learning and curriculum

•A more structured approach to curriculum delivery and communication was developed across pathways.

•There was increased focus on meaningful learning targets and outcomes, and improved alignment between classroom environments, resources and intended learning.

•Foundations were established for the further development of communication-rich teaching and provision for pupils with complex needs.

•Learning walks focused on pupil premium and found pupil premium students to be performing well.

•Pupil premium books are look and there was no noticeable difference in quality compared to their non-pupil premium peers.

Staff development

•Regular support, coaching and challenge were provided by trust specialists.

•Staff engaged actively in improvement planning and implementation, with increased leadership focus on consistency of communication practice.

•Collaborative working across teams supported the implementation of agreed priorities.

•Leaders have received bespoke training in meeting the needs of the disadvantage and this had led to further improvements in strategic leadership.

•Training has been given on trauma informed practice which particularly focus on pupil premium students. This has been rolled out to all staff and staff voice suggest this have improved students' confidence in lessons.

Assessment and EHCP outcomes

•A more personalised, pathway-based assessment approach was developed.

•There was greater focus on measuring progress against EHCP outcomes and aligning assessment processes with pupil need although, further refinements necessary.

•Staff engaged positively with assessment reform. Further quantified evidence of pupil progress will be required within the next annual review.

•A more personalised, pathway-based assessment approach was developed this takes into account the individual needs of the students including their PP needs. As a result, provision for pupil students is more appropriately aligned.

Attendance

Cohort	Number of pupils	Attendance	Persistent absence
Not pupil premium eligible	84	90.00%	32.14%
Pupil premium eligible	46	87.33%	50.00%

Pupil premium eligible pupils represented 35.4% of the 2025-26 cohort. Attendance was 2.67 percentage points below that of pupils not eligible for pupil premium, while persistent absence was 17.86 percentage points higher. Attendance and persistent absence therefore remain significant priorities for 2026-27.

Overall evaluation

•The academy established a clear strategic focus on communication, curriculum and assessment, with strong staff and leadership engagement.

•Communication systems, expectations and resources became more established across the school, and significant groundwork was completed to improve consistency of practice.

•The year created stronger foundations for improved pupil engagement, communication outcomes and learning progress in 2026-27.

•Impact is not yet fully secure or consistently quantified. The next phase must demonstrate how improved systems and staff practice translate into measurable pupil-level progress, stronger attendance and reduced persistent absence.

Externally provided programmes

Programme / provider	Purpose
Links Therapy	Speech and Language Therapy and Occupational Therapy support, advice, training and implementation.
Open Theatre	Creative therapeutic provision supporting communication, interaction, confidence and self-expression.
Sky Blues	Physical activity, wellbeing, teamwork and wider participation.