

Pupil Premium Strategy Statement – Haymerle School

This statement details our school's use of pupil 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 academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	76% (54 / 71)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Liz Nolan
Pupil premium lead	Serena Calvani
Governor / Trustee lead	Linda Coplestone (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,810
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£81,810
<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>	

Part A: Pupil premium strategy plan

Statement of intent

At Haymerle School we are committed to raising pupil achievement across the planned curriculum and supporting wider learning opportunities to promote engagement with and development of learning, self-help, communication, social-interaction and independence.

Our aim is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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 invest the Pupil Premium income to extend how we provide therapy support, focused staff training and additional activities to enable school staff to meet every pupil's diverse learning, development and support needs. This support includes parent training with our therapy staff as well as direct or group interventions with pupils and staff day to day. We will focus on continual professional development so that all of our staff are well-trained and highly skilled to be able to enrich our children's learning experiences.

Challenges

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

Challenge number	Detail of challenge
1	Communication, Speech and Language needs. All pupils that attend Haymerle School have an Education Health Care Plan (EHCP) and have a diagnosis of autistic spectrum disorder and social communication difficulties including significant speech and language difficulties.
2	Sensory needs. Pupils present sensory processing needs that affect attention, behaviour and ability to access learning consistently.
3	Personal independence and self-care skills. Pupils show limited skills for personal independence (e.g. self-help, organisation, independent working and executive function) which reduce access to learning and wellbeing.

4	<p>Parenting needs & family factors. Through regular discussions, we have identified that our families require additional support for their children regarding issues with anxiety, attachment, sleep, eating, communication and behaviour. These home factors are impacting pupils' regulation, attendance and engagement.</p>
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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
Improved expressive and receptive language skills for disadvantaged pupils. (Addresses Challenge 1.)	<p>Assessment of pupils' expressive and receptive language skills shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers.</p> <p>All disadvantaged pupils to make progress against their individual EHCP targets.</p> <p>Classroom observations show increased participation and vocabulary use.</p> <p>Secure staff skills and knowledge.</p>
Improved regulation and reduced classroom disruption through sensory-aware provision. (Addresses Challenge 2.)	<p>Occupational Therapy provision to deliver bespoke support, meeting the needs of pupils with sensory processing difficulties.</p> <p>All disadvantaged pupils to make progress against their Physical / Sensory EHCP targets.</p> <p>Pupils with sensory needs will show improved on-task time and reduced incidents of dysregulation recorded in behaviour logs.</p> <p>Staff report increased confidence using sensory strategies.</p>
Increased independence, executive function and self-care among targeted pupils. (Addresses Challenge 3.)	<p>Occupational Therapy provision to support pupils with developing their personal independence and self-care skills.</p> <p>Secure staff skills and knowledge.</p> <p>All disadvantaged pupils to make progress against their individual EHCP targets.</p>

<p>Family capacity strengthened, leading to improved pupil wellbeing, behaviour and attendance. (Addresses Challenge 4.)</p>	<p>Families participating in tailored parental support will show improved engagement, skills and awareness. (Measured through parental questionnaires.)</p> <p>Pupil outcomes: reductions in anxiety-related absence, improved sleep/behaviour reports, improved punctuality and attendance, and improvements in social/emotional screening tools. (Measured through attendance data.)</p>
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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 (for example, CPD, recruitment and retention)

Budgeted cost (detailed below): £1,800.

- £1,000 (Makaton training)
- £800 (Attention Autism Refresher Training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT to lead staff training focusing on communication strategies (including communication boards).	<p>Research conducted by the Education Endowment Foundation (EEF) has demonstrated that SALT interventions can significantly enhance children's learning outcomes across various subjects in the curriculum. Moreover, the impact of these interventions is particularly notable among students from disadvantaged backgrounds.</p> <p>Communication and language approaches EEF</p> <p>EEF research '<i>Making Best Use of Teaching Assistants</i>' shows trained TAs delivering structured interventions can have positive impacts when well supported. EEF: Making Best Use of Teaching Assistants — guidance summary (See guidance reports and resources.)</p>	1
Makaton training	Makaton combines signs, symbols, and speech to boost communication, reducing frustration and promoting	1

	<p>independence for people with speech/language difficulties.</p> <p><u>The benefits of Makaton for children with disabilities</u></p> <p>Recommended by the school's SALT team.</p>	
Attention Autism Refresher training	<p>Evidence shows that Attention Autism positively impacts autistic children by improving sustained attention, joint attention and communication in school settings. Recommended by the school's Educational Psychology team.</p> <p><u>The benefits of Attention Autism</u></p>	2, 3
<p>Occupational Therapy training to:</p> <ul style="list-style-type: none"> • develop expertise and skills, enabling staff to deliver OT programmes / sensory diets for pupils (class level and phase group level). (Focused staff training.) • develop functional skills development, sensory diets, understanding sensory regulation needs. (Whole staff training.) 	<p>The EEF promotes the idea of specialists like occupational therapists working with teachers and other support staff to create a cohesive educational plan tailored to individual student needs.</p> <p>EEF: Self-regulation & executive function evidence shows teaching co-regulation and explicit strategy instruction supports attainment and behaviour. <u>EEF: Self-Regulation and Executive Function</u></p>	2
Occupational Therapist provision to support pupils with their personal independence and self-care skills.	EEF: Self-regulation & executive function evidence shows teaching co-regulation and explicit strategy instruction supports attainment and behaviour. <u>EEF: Self-Regulation and Executive Function</u>	3

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

Budgeted cost (detailed below): £72,500.

- £28,000 (SALT support)
- £19,000 (Occupational Therapy support)
- £18,500 (Music Therapy)
- £7,000 (Speech Bubble Therapy)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused SALT provision for disadvantaged pupils to enhance pupil progress in Communication IEP goals.	<p>Research conducted by the Education Endowment Foundation (EEF) has demonstrated that SALT interventions can significantly enhance children's learning outcomes across various subjects in the curriculum. Moreover, the impact of these interventions is particularly notable among students from disadvantaged backgrounds.</p> <p>Communication and language approaches EEF</p>	1
Occupational Therapy support for disadvantaged pupils to enhance sensory / physical and cognition IEP goals.	<p>Occupational Therapy provision will support our children with processing the sensory information from the world around them.</p> <p>https://www.theotpractice.co.uk/how-we-help/conditions/sensory-processing-disorder</p> <p>EEF: Self-regulation & executive function strategies show positive impacts on learning and behaviour; structured practice and adult co-regulation are key.</p> <p>EEF: Self-Regulation and Executive Function</p>	2, 3
Music Therapy. Pupils are given opportunities to develop successful strategies to enable them to self-regulate.	<p>The school will engage with a music therapist who specialises in engaging and regulating autistic pupils through music, rhythm, and sound, which also supports pre-literacy.</p> <p>British Association of Music Therapy</p>	2, 3
Speech Bubble Therapy	<p>Speech and Language support plays a crucial role in a child's development, extending beyond just communication skills. It has a profound impact on various aspects of their life, including social interactions, emotional well-being, mental health, and long-term outcomes.</p> <p>What works for children with speech and language needs?</p> <p>EEF Speech Bubbles trial</p>	1

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

Budgeted cost (detailed below): £7,510

- £5,000 (Yoga)
- £2,510 (Sensory, OT or ICT equipment where need identified e.g. during multi-disciplinary meetings with teacher / SALT and OT.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT to lead parent workshops focusing on communication boards, Makaton, Attention Autism and Lego Therapy.	EEF research highlights that effectively working with parents can positively impact on pupils' progress and attainment. EEF Parental Engagement Guidance Report	4
Sensory-friendly classroom spaces and equipment; staff training in sensory strategies and reasonable adjustments.	<p>Sensory equipment and resources (calm areas, ear defenders, fidget tools, visual timetables) can be effective at providing support for our pupils with sensory needs.</p> <p>Evidence and guidance (SEND & sensory resources) recommend sensory adaptations and calm spaces as part of graduated support. EEF SEND blogs and EEF SEND guidance</p> <p>Sensory spaces help autistic pupils to regulate themselves.</p> <p>www.speciallearninghouse.com/benefits-of-sensory-play-for-autism</p>	2
Yoga	<p>Yoga can be a helpful tool for children with autism because it uses a fun, story-based format to teach mindfulness, emotional regulation, and body awareness. It combines yoga poses with breathing, relaxation, and imaginative play to help manage stress, improve concentration, boost self-confidence, and develop coping skills.</p> <p>The Benefits of Yoga for SEND Pupils</p>	2, 3

Total budgeted cost: £81,810