

Pupil premium strategy statement 2025 – 2026

Review 2024 – 2025

Nyland 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nyland School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Paul Holroyd
Pupil premium lead	Lisa Stead
Governor / Trustee lead	Julie Robertson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	66, 660
Recovery premium funding allocation this academic year	0
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	66, 660

Part A: Pupil premium strategy plan

Statement of intent

Nyland School is a Special School for Primary-Aged pupils with a primary need of Social, emotional and mental health difficulties. We have designed our curriculum to meet the needs of our cohort. We recognise that pupils who join Nyland School will need a curriculum that:

- Addresses their Special Educational Needs
- Identifies and reduces prior gaps in learning
- Enables pupils to overcome barriers that have previously prevented them from learning

We do this through an Emotional Quotient (EQ) based curriculum.

Our ultimate objectives are:

The Nyland School curriculum aims to support Pupil Premium children by:

- Prioritising the knowledge, skills and understanding we want each pupil to have thoroughly secured by the time they leave Nyland School
- Offer opportunities to widen experiences through school trips, complimentary learning opportunities (music, DT, swimming)
- Use an Emotional Quotient (EQ) curriculum to meet the pupils emotional needs to create a foundation for pupils to build their academic and social to progress in life and learning
- Identify the Key learning outcomes that we consider most relevant to our pupils, starting at EYFS and progressing to the end of year 6 National Curriculum expectations

How we will achieve these objectives:

- Our curriculum is designed to meet the academic and emotional needs of SEMH pupils through an academic, social and emotional curriculum.
- Wide ranging targeted support includes reduced class sizes and high adult ratios
- The wider curriculum has been designed to equip children with knowledge and greater cultural capital to succeed in life.
- Cultural capital is further developed by, and not limited to support from specialist sport, music and dance provision.
- The implementation of our EQ curriculum, intertwined with our school values and PSHE ensures that mental health and emotional awareness is prioritised.
- Staff build and model secure, healthy relationships that pupils can learn from and recreate in their lives beyond school.

Achieving these objectives:

- To achieve these objectives, we implement a rigorous termly monitoring programme.

- All teaching and targeted intervention are well planned and expertly delivered to ensure that the Pupil Premium children have the best possible chance to close attainment gaps and meet nationally expected progress rates.
- In addition, our focus on EQ and PSHE is monitored as we seek to develop the whole child
- Where required, children and families will be supported by the family support worker, educational psychotherapist, occupational therapist, speech and language consultant and the school nurse team.
- We will ensure that all children have first-hand experiences that they can use in the classroom through supporting payments for activities and educational visits, with a heavy supplement being paid for residential trips.

Challenges

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

Challenge number	Detail of challenge
1	Social Emotional and mental health needs (All children have an EHCP)
2	Academic and skills gaps (Currently, there are attainment gaps in reading, writing and maths)
3	Home circumstances, parental involvement, trauma and parental mental health (high level of social care interventions)
4	Deprivation, economic well-being, family size causing lack of life experiences and cultural capital at home.
5	Poor oracy with reduced vocabulary

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
To improve outcomes in writing and reduce gaps between chronological age and reading age	<ul style="list-style-type: none"> • Teaching of English (Phonics / Spelling/Reading/Writing) is always good or better and meets the needs of all pupils. As a result, this raises pupil outcomes and improves the progress of pupils • Develop precision teaching within the school so that we can

	<p>forensically identify gaps in reading and writing and next steps for all children in writing and address these gaps with appropriately targeted intervention</p> <ul style="list-style-type: none"> • Develop and use curriculum plans with the federation that stimulate and extend the children's understanding.
To improve attendance so that it is equal to that of comparator schools and above national average for Special Schools	<ul style="list-style-type: none"> • Ensure that all pupils below 80% attendance (end of school year 2022-2023 and after term 1) are subject to Attendance Improvement Plan that is monitored by TWHF Educational Welfare Officer with specific improvement targets. All pupils below 80% should be subject to an early help referral • Ensure that all pupils with attendance between 81%-89% are subject to an Attendance Improvement Plan that is monitored by the school family support worker/reintegration officer with specific improvement targets. Pupils to be subject to Early Help Assessment • Improve attendance of pupils with attendance between 90%-94% by individual attendance mentoring provided by the school administration team with specific improvement targets - Maintain and improve attendance for pupils with over 95% attendance by individual mentoring provided by the Executive and Associate Head.
3.2 Strengthen Consistency in EQ and PSHE Delivery through Professional Development	<ul style="list-style-type: none"> • Enhance the consistency and quality of EQ and PSHE teaching through regular learning walks, instructional coaching, and targeted CPD. Focus on embedding the Mulberry Bush approach and PSHE Association guidance to ensure all staff deliver high-quality, emotionally informed teaching.
Empower Subject Leaders to Drive Curriculum Improvement	<ul style="list-style-type: none"> • Develop the role of subject leaders by providing dedicated time and training to monitor curriculum implementation, identify areas for improvement, and lead subject-specific CPD. This will build capacity across the teaching team and improve subject knowledge and consistency.

<p>Develop a Whole-School Pupil Leadership Programme</p>	<ul style="list-style-type: none"> • Establish a structured programme of pupil leadership opportunities—such as play leaders, restorative mentors, and an eco-council—to promote responsibility, voice, and active citizenship. This will empower pupils to contribute meaningfully to school life and develop key personal and social skills.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and further develop banding sheets and pupil checklists so that there is a precise understanding of skills required to make progress and that this progress is accurately assessed	<p>Use high quality information about pupils' current capabilities to select the best next steps for teaching EEF Guidance Report 2020</p> <p>Use high quality structured interventions to help pupils who are struggling with their literacy EEF Guidance report 2020</p>	2 and 5
Develop precision teaching and RWI phonics teaching within the school to address gaps in learning and the deficit in age related progress	<p>Where Teaching Assistants can be given appropriate training and support, they can be very effective.</p> <p>EEF Briefing 2016</p> <p>EEF Covid-19 Support Guide for school 2020</p>	2 and 5
Develop lesson format that incorporates Rosenshine Principals, establish a consistent lesson design throughout the school that builds upon prior knowledge, incorporates subject specific vocabulary, and is differentiated	<p>Challenge is key to developing self-regulation and metacognition: if learners are not challenged, they will not develop new and useful strategies; nor will they reflect deeply on the content they are engaging with, or on their learning strategies, or stretch their understanding of themselves</p> <p>EEF Metacognition Guidance Report 2021</p>	2

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of targeted intervention , iProveFit, Swindon Tuition Services) to support the catch up of pupil premium children in core subjects. To avoid exclusions and develop SEMH skills		2
To improve Specialist interventions : Speech and language for pupil premium children so that their vocabulary and confidence to speak supports their progress in reading and writing. Actions and Approaches	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. EEF Oral language interventions +6 months	1,2 and 5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that the ethos of EQ is fully understood by the school community and is part of the Nyland 'DNA'	There is emerging evidence for a range of targeted and whole-school approaches to improving social and emotional skills, and promoting well-being EEF Blog: Building social and emotional learning into the classroom 2016	1 and 3

<p>Children feel safe to attend school to reach their full potential.</p> <p>School attendance improves for disadvantaged children</p>	<p>Through the pandemic, children experienced unprecedented disruption to their education. And things aren't going back to normal, with Ofsted reporting that schools have seen higher levels of persistent absence since Autumn 2021 – at least in part because repeated periods of isolation through national lockdowns have led some children to become disconnected from school.</p> <p>EEF blog: Keeping young people safe at school and improving their life chances</p>	3 and 4
<p>Subsidising day trips and residential to increase cultural capital</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF - Outdoor adventure learning</p>	3 and 4

Total budgeted cost: £66, 660

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 2020 to 2021 academic year.

Activity Area 2024/2025	Impact from 2024/2025				
Teaching and interventions	There are still gaps with PP falling behind in all areas				
	2024-2025	RMW Combined	Reading	Writing	Mathematics
	All	61%	75%	71%	74%
	Male	71%	72%	80%	82%
	Female	60%	90%	80%	80%
	Disadvantaged	58%	74%	68%	70%
	Not Disadvantaged	64%	80%	70%	74%
Targeted academic support	The use of outside agencies have reduced the need for positive handling, supporting self-regulation. this means that the children are in the classroom more and able to concentrate better. Learning more and remembering more.				

Wider strategies	<p>New teaching plans are used where children are taught to retrieve what they have learned at the start of every lesson.</p> <p>There has been a focus on school trips to enhance and inform learning with every child attending at least 10 days of offsite learning throughout the year</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Iprovefit	Iprovefit
Swindon tuition	Swindon tuition
STFC	STFC
Martial Arts	Martial Arts
PGL	PGL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A