

# Pupil premium strategy statement Spa School Bermondsey 2025 2026

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	123
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers	2025 –2026 (Previous plans can be found on our website)
Date this statement was published	1 <sup>st</sup> December 2025
Date on which it will be reviewed	1 <sup>st</sup> September 2026
Statement authorised by	Steph Lea: Executive Headteacher
Pupil premium lead	Georgina Quigley - Headteacher
Governor / Trustee lead	David May

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47,741
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£ 47,741

# Part A: Pupil premium strategy plan

## Statement of intent

As a specialist school for young people with autism and additional learning needs, Spa Bermondsey has a high proportion of disadvantaged and vulnerable pupils. The majority of our pupils are known to social care

Spa Bermondsey accepts responsibility for disadvantaged pupils and the staff and trustees are committed to meeting their pastoral, social, and academic needs within a caring special school environment. This is an essential, integral part of the supportive ethos of the whole school community. As with every pupil on our roll, a child who is considered to be disadvantaged is valued, respected and entitled to develop to his or her full potential, irrespective of need.

Spa Bermondsey's priority for Pupil Premium spending is to ensure that all pupils are engaged at school and that there is not a significant gap between the progress of pupils eligible for Pupil Premium spending as compared to other pupils at Spa. This is measured not only in terms of "academic" progress but also progress towards EHC Outcomes. The identification of significant barriers, such as sensory regulation, and the implementation of interventions and strategies to reduce these barriers is a vital step in ensuring all pupils, including those who are disadvantaged, have good outcomes.

In making provision for disadvantaged pupils, the school recognises that not all pupils who receive free school meals will be disadvantaged. The school also recognises that not all pupils who are disadvantaged are registered or qualify for free school meals.

We know that our disadvantaged pupils might find it harder to engage in extracurricular activities outside of school, have gaps in the core skills and need additional support in their communication and fine and gross motor skills. Families often require support around housing, accessing advice and funding for respite and for communication aids.

Our strategy will be driven by the needs and strengths of each young person, based on careful analysis of individual pupil progress, trends across groups and age ranges and progress made towards EHCP outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	We have identified that our FSM population has slightly lower attendance (89.7%) than our NFSM population (90.7%). This is due to a combination of family emergencies, poor diet and health and transportation issues as well as increased anxiety

2	Families continue to report that they are less able to access community activities and events and that these pupils are at risk of not developing and accessing cultural capital.
3	Pupils entitled to FSM made slightly slower progress in Reading (87% achieved their target) compared to those not entitled to FSM (93%).
4	Pupils entitled to FSM are over-represented in our Personalised Support Plan Cohort with four out of 6 pupils beginning the year on PSPs being entitled to FSM.

## 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
For attendance for all pupils to be at 90% and for there to be no difference between pupils entitled to FSM and those NFSM	A reduction in the number of pupils entitled to FSM identified as persistently absent (currently 23 pupils) Attendance rates to be similar for FSM and NFSM pupils
To ensure there is no academic gap between those who are and are not socially disadvantaged	End of term assessment analysis will show no difference between FSM and NFSM across the curriculum Half termly assessment monitoring will demonstrate the impact of targeted interventions for at risk pupils
To ensure that all pupils who are socially disadvantaged have access and engage in a range of high-quality extra curricula activities at school so that they can develop cultural capital	All disadvantaged pupils will access at least one block of Karate, Street Dance or Yoga each year
To ensure that pupils on Personalised Support Plans make good progress towards their individualised targets	Pupils will meet 85% of their personalised targets Pupils will increase the amount of time accessing whole class learning activities and enrichment activities

## 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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training one member of staff to deliver the NAS Teen Life Program	This is a 6-week program run by the National Autistic Society which supports families better support their children around a range of ASD specific issues	1
Attendance at the NAS Conference and buying in of NAS training programs	To continue to focus on the development of our autism best practice provision and to ensure staff access high quality professional development throughout the year	1, 2
Training on teaching of Phonics for new teachers	Improving the quality of reading instruction has been assessed as “high impact for very low cost”.	3
Resources for those working at or above Year 2 in Reading	Ensuring appropriate resources for those with developing reading skills will ensure that pupils continue to make progress in Reading once they have moved beyond a phonics framework	

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support	<p>Additional TA support for our classes with the most complex needs will support those pupils to make better progress towards their EHC outcomes</p> <p>The TA will focus on delivering additional sensory support for pupils with a high level of sensory regulation and sensory integration needs.</p>	1, 5

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

Budgeted cost: £8,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Enrichment sessions including Family Karaoke, Variety Show and Summer Fair	Families increased sense of community within the school has an impact on pupil attendance, pupil happiness and information sharing from families which facilitates early help identification for those who need it.	1, 2
Street Dance	Engagement is high in these sessions. Families are not able to access similar sessions outside of school hours	1, 2, 5
Increased curriculum enrichment	Increased budget for enrichment activities to increase community access and cultural capital. Families report they find it difficult to take their children out into the community as often as they would like. This will include commissioning groups to provide activities onsite.	1, 2, 5
Karate	Providing access to pupils for enrichment activities that they would not be able to access in the community.	1, 2, 5
Schools Wellbeing Award	A focused accreditation program to improve and support the wellbeing of the entire school community	1, 5

**Total budgeted cost: £ 47, 750**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcome 1:

Teachers carefully analyse pupil progress on a half termly basis. Progress towards academic expectations are reviewed with a focus on identifying barriers to learning and interventions that can be put in place. Data analysis shows that our pupil premium cohort made progress that was expected in Maths and Writing, but slightly fewer pupils made expected progress in Reading (87% compared with 93%). .

#### Outcome 2:

Pupils have accessed Karate and Street Dance sessions. Pupils very Pupils have accessed Karate and Street Dance sessions. Pupils very much enjoy these sessions and engagement is always high. Pupils reference these activities in their annual review surveys and in school council meetings. We know from anecdotal evidence from our families that pupils access very few enrichment activities outside of school despite the increase in the Local Offer in Southwark. Parent feedback, both for our in house surveys and our recent external Autism Accreditation survey, was very positive of our provision as a whole. Seven out of Ten pupils who began the year on Personalised Support Plans were entitled to Free School meals. Three of these pupils made good progress and their plans were ceased. Four out of Six plans continued are for pupils entitled to FSM.

#### Outcome 3:

Our OT provides support for both pupils in class and in school but also direct to families. Sensory diets ensure that pupils are focused and ready to learn and are also able to increase their independence both at school and in the wider community. Pupils are seen regularly and have targets set each half term which are assessed by the OT. Class teams have direct support in how to implement sensory circuits and how to use a range of sensory equipment as well as make good use of our sensory rooms and spaces. This means that pupils are able to access more learning opportunities and therefore make expected progress.

Our Autism Accreditation award was successful and was an excellent learning opportunity for all of our staff to deepen their understanding of autism best practice. This allowed us to focus not only on our teaching but also on the environment and communication expectations. The result of this is evident in our autism accreditation report and in particular the feedback gathered from parents. We are very proud of this.

An additional Teaching Assistant in our most complex class has ensured that these most vulnerable pupils have been able to make progress expected. This has meant

that pupils are more regulated, better able to attend to learning and have valuable 1:1 support at key times of the day.