

Pupil premium strategy statement: Spa School Camberwell

This statement details our school's use of pupil premium (and recovery 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	116
Proportion (%) of pupil premium eligible pupils	80%
Academic year/years that our current pupil premium strategy plan covers	2024/2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Steph Lea – Executive Headteacher
Pupil premium lead	Steph Lea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,505
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£98,505

Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we recognise this as an additional factor, particularly in terms of:

- Progress and achievement
- Access to opportunities that offer cultural capital
- Access to specialised resources and approaches
- Opportunities to develop self-regulation and mental wellbeing
- Opportunities to develop communication and social skills.

At the heart of our approach is high-quality teaching focussed on specific areas where our pupils require targeted support most. This is based on analysis of the needs identified in their EHCPs, individual pupil progress analysis and contextual analysis of the needs of our pupils.

Although our strategy focuses on the needs of disadvantaged pupils, it benefits all pupils in our school where funding is spent on whole-school approaches including enrichment and well-being. 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 also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, education, training and careers guidance is available to all.

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	Our assessment, observations and discussions with our pupils and their families show that our cohort of disadvantaged pupils generally have

	fewer opportunities to access their local communities and therefore to develop cultural capital.
2	Our assessments and observations show disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Our assessments and observations indicate many pupils in our cohort of disadvantaged pupils have very high sensory needs and less access to sensory regulation activities and resources outside of school
4	Our assessments, observations and discussion with families shows that disadvantaged pupils experience greater difficulties around regulating their emotions.
5	Our assessments and observations have shown us that pupils who have joined the school in our reception classes who were born during the COVID 19 pandemic, are not showing the same school readiness as previous cohorts. They have not benefited from having access to developmental programmes and language rich environments.

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
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through monitoring of PLP targets and EHCP outcomes. Disadvantaged pupils' enrichment timelines show evidence of access to cultural experiences in addition to community learning for Key Stage 4.
Disadvantaged pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. Reception and Key Stage 1 pupils develop their communication skills using PECs.	Disadvantaged pupils achieve their communication targets, PLP targets and EHCP outcomes.
Disadvantaged pupils develop self-regulation strategies through access to our well-being curriculum and mindfulness.	Through monitoring of PLP targets, EHCP outcomes and enrichment timelines.

Disadvantaged pupils develop their understanding of emotional vocabulary and strategies to manage their own emotional regulation both at home and at school.	Through monitoring of the wellbeing curriculum and PLP targets. Families access the Early Bird training programme.
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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

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of staff to complete direct teaching in the use and implementation of PECs following completion of the PECs 2 day training course.	PECs is an evidence based approach https://pecs-unitedkingdom.com/pecs/	2, 5
Introduction of Bug Club resources to support phonics teaching for secondary aged pupils	Impact on studies on teaching of phonics for developing readers	5
All staff complete TEACCH training to develop use of independent work systems	TEEACH is an internationally renowned system. https://teacch.com/	

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing in reception and KS1 classes to support the	NAS evidence on the benefits of Early Intervention	2,5

development of communication and independence skills		
Individual and small group teaching for PECs at different stages to support development of communication skills	PECs is an evidence based approach	2, 5
Key Stage 1 staff to complete 2 day PECs training to deliver systematic communication support	PECs is an evidenced based approach	3,4

Wider strategies: health and wellbeing

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work towards the Wellbeing Award for Schools (Optimus Education)	A focused accreditation program to improve and support the wellbeing of the entire school community National Autistic Society research into autism and anxiety	3,4
Families access autism specific specialist parenting courses	NAS research into impact of Early Bird and Early Bird Plus training. 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	1,4,5
Offsite enrichment programme for all pupils to have supported access to cultural and	https://www.autistica.org.uk/downloads/files/Mental-health-autism-E-LEAFLET.pdf	1

social opportunities		
Inhouse enrichment programme to increase access to cultural capital, develop self-regulation skills and increase happiness and enjoyment.	https://www.autistica.org.uk/downloads/files/Mental-health-autism-E-LEAFLET.pdf Dance and Movement Therapy Circus Sensible Owl Man Ranger Stu Living Eggs Primary Dance – RADiate Secondary Dance – Step into Dance	All

Total budgeted cost: £98,505

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1

Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.

Outcome 2

Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.

Reception class children develop their communication skills using PECs.

Outcome 3

Pupils develop self-regulation strategies through access to our well-being curriculum and mindfulness.

Outcome 4

Pupils develop their understanding of emotional vocabulary and strategies to manage their own emotional regulation.

Education outcomes for primary pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using assessments in the Spa Core framework and analysis of Personal Learning Plan targets achieved.

Overall analysis demonstrates no significant difference in progress for disadvantaged pupils.

Education outcomes for secondary pupils:

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using assessments in the Spa Core framework and analysis of Personal Learning Plan targets achieved. We have reviewed disadvantaged pupils' progress towards EHCP outcomes.

Overall analysis demonstrates no significant difference in progress for disadvantaged pupils.

Wider outcomes, for primary and secondary pupils:

Analysis of data from the EYFS Framework showed that all reception children made good progress from their starting points at the beginning of the year and a curriculum was developed which meets the needs of the pupils in our school.

Behaviour data analysis demonstrated increased self-regulation in a significant proportion of students across the school.

Analysis of PLP targets demonstrate the majority of pupils increased independence skills across the year.

Personal Development timelines demonstrate all pupils accessed community and inhouse enrichment activities promoting access to cultural capital.