

Swiss Cottage School: Pupil premium strategy statement

This statement outlines our pupil premium strategy for 2023 to 2025, summarising how we intend to spend the funding this academic year (Part A) and evaluates the impact that last year's spending of pupil premium had within our school (Part B).

School overview

Detail	Data
School name	Swiss Cottage School
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Syra Sowe
Pupil premium Lead	Olivia Carter
Governor / Trustee lead	Jayne Franklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,635
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	£161,635

Part A: Pupil premium strategy plan

Statement of intent

At Swiss Cottage School, Development and Research Centre, our pupils have multi-layered and co-occurring special educational needs, with 45% qualifying for Free School Meals. Whilst school data does not evidence a significant negative correlation with outcomes and disadvantaged status, we recognise that socio-economic disadvantage can serve as an additional barrier to pupil outcomes across a range of areas prioritised for our pupils.

- Communication skills, including literacy
- Health and emotional wellbeing
- Sensory regulation
- Social opportunities and community access

At Swiss Cottage School we intend for all pupils, regardless of their backgrounds and the challenges they face, to make good progress and achieve their full potential. At the heart of our approach is high-quality teaching focussed on identified areas of need, targeted support based on robust assessment of need and provision, and supporting the pupils to access a broad and balanced curriculum.

Pupil premium is delivered in a three tier approach, in line with EEF recommendations.

- support high-quality teaching through targeted CPD to improve pupil outcomes and increase retention of skilled practitioners
- provide universal and targeted specialist input, including small group and one to one support
- tackle contextual barriers faced by pupils and families, supporting with welfare, attendance, behaviour and social and emotional wellbeing to improve quality of life outcomes

Learning and development needs are identified with input from families, multidisciplinary networks and teaching expertise, drawing on holistic assessment of pupils' emotional welfare and regulation, progress and attainment, health factors and family contexts. Attainment and progress is evidenced and shared through an online learning journal Evidence for Learning enabling rigorous monitoring and evaluation of provision.

Our pupil premium strategy includes our use of the National Tutoring Programme (NTP) funding for pupils whose contexts and development has been worst affected by Covid-19 through the commissioning of additional Speech and Language therapy.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils, families and specialists show that many of our pupils, including disadvantaged pupils, face significant challenges around communicating and expressing their needs, including barriers to consistent use of AAC across different settings and reduced access to timely speech and language therapy.
2	Children lack early play skills due to a number of factors, including difficulties with communication and lack of exposure to social interactions, further exacerbated the impact of Covid 19.
3	Our assessments show that many pupils struggle to achieve functional literacy and numeracy skills due to engagement and motivation along with learning profiles.
4	Our observations and discussions demonstrate that health and home factors can negatively impact attendance , requiring a personalised approach to home/school learning and tackling barriers such as emotionally based school avoidance.
5	Assessments and observations show that many of our pupils experience sensory dysregulation and are not able to effectively self-regulate. This can be a barrier to accessing teaching and learning and wider enrichment opportunities.
6	Through observations and conversations with pupils and their families, we find that disadvantaged pupils and those with complex needs have fewer opportunities to develop cultural capital outside of school and to access enrichment opportunities and community visits.
7	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to reduce dependence and work toward independent living skills and preparation for adulthood .
8	Our assessments, observations and discussions with pupils and families alongside national evidence demonstrate that the wellbeing, regulation and wider aspects of development of many of our pupils, including disadvantaged pupils, have been negatively affected by the impact of lockdowns (including access to welfare and health services).

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. The outcomes are numbered in relation to the challenges they will address.

Intended outcome	Success criteria
1. Pupils and families will have increased access to speech and language expertise and specialist equipment such as	Pupil's attainment and progress in communication will further improve, as

<p>ATAAC, leading to improved communication outcomes.</p>	<p>demonstrated by our end of year MAPP data and multi-disciplinary assessment.</p>
<p>2. Pupils will have additional opportunities – structured and child-led – to develop play skills with a range of peers.</p>	<p>Assessment of characteristics for learning and PSED related subjects across pathways will show improved attainment and progress.</p>
<p>3. Pupils will have increased exposure to literacy and numeracy skills and play resources, leading to improved engagement and progress in relevant curriculum areas.</p>	<p>MAPP Data and observations will show improved outcomes in reading and math as appropriate to pupil needs.</p>
<p>4. Pupil attendance will continue to improve, leading to reduced persistent absenteeism and ongoing delivery of blended learning where health needs negatively impact attendance</p>	<p>Termly attendance data will show continued improvement compared to previous years and to national attendance data, further reducing pupil absenteeism. Where health needs adversely impact attendance, pupils will continue to achieve good progress and attainment through the delivery of personalised home learning provision.</p>
<p>5. Pupils and families will have increased access to Occupational Therapy and sensory equipment and furniture, leading to improved sensory regulation and learning engagement.</p>	<p>Observations will illustrate improved sensory regulation leading to improved learning engagement. Pupil's attainment and progress in related areas of personal care, life skills and physical development will show further improvement according to MAPP data and multi-disciplinary assessment.</p>
<p>6. Pupils will continue to have enhanced opportunities to access community visits and to engage with enrichment opportunities, including external providers and specialist staff delivering on-site provision.</p>	<p>Cross-curricular and enrichment tables will show all pupils accessing a range of specialist input and community visits. Parent surveys will show recognition of enhanced range of enrichment provision for all pupils.</p>
<p>7. Pupils will have increased opportunities to access vocational learning and active social participation as part of PFA across a range of settings.</p>	<p>More pupils will access appropriate work experience opportunities within school and within the community, leading to improved accreditations and increased numbers of supported internships.</p>
<p>8. Pupils' emotional wellbeing and self-regulation skills will further improve across school, home and community contexts</p>	<p>Staff, families and carers will have improved regulation and wellbeing, evidenced in MyConcern behaviour data and pastoral reports and through formal and informal observations.</p>

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: **£29,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD from external providers and qualified specialists with expertise in identified areas</p> <ul style="list-style-type: none"> - <i>sensory regulation</i> - <i>total communication</i> - <i>positive behaviour support</i> - <i>play based learning and intensive interaction</i> - <i>Individualised CPD for TA role</i> 	<p>Evidence shows that high quality CPD has a significant impact on pupil progress.</p> <p>https://epi.org.uk/wp-content/uploads/2020/02/EPI-Wellcome_CPD-Review_2020.pdf</p> <p>Retaining experienced staff in turn has a high impact on pupil outcomes (Kraft and Papay 2016 find that experience leads to an increase in student learning of 0.11 after a decade)</p>	1, 2, 3
<p>Additional capacity for mentoring, coaching and team teaching for teachers and TAs</p>	<p>Research literature from studies of mentoring and coaching in schools tells us that mentoring and coaching have the potential to bring about significant benefits for professional learning, development and teacher retention (Hobson et al., 2009; Ingersoll & Strong, 2011; Wang & Odell, 2002).</p> <p>Education and Training Foundation research on effective mentoring</p> <p>National Institute of Teaching research project on mentoring and coaching of ECTs</p>	1, 3, 5, 6

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

Budgeted cost: **£85,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Provision of a band 6/7 speech and language therapist for 1 yr FTC through a service level agreement with existing NHS provider, delivering small group and 1-1 tutoring (and parent and staff CPD)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF Evidence shows that a commissioned model in partnership with existing NHS SaLTs can have a significant impact on pupil outcomes. Guidance and evidence on commissioning SaLT in schools</p>	<p>1, 2, 8</p>
<p>Ongoing additional 1-1 support for pupils in need delivered by experienced and highly trained teaching assistants and health care assistants</p>	<p>Evidence shows that 1-1 tuition/ enhanced curriculum support can have a high impact on pupils outcomes, particularly for primary aged pupils. EEF 1-1 Tuition evidence School data (Provision and Welfare Committee Reports) also show that time-limited 1-1 support can have a positive impact on attendance and wellbeing. The school’s professional learning community model ensures TAs have daily planning and assessment in collaboration with the teacher, in line with research on best practice EEF Maximising the Impact of TAs evidence</p>	<p>1,4, 3, 8</p>
<p>Further investment in resourcing participation in society and vocational learning, including provision of materials, specialist staff expertise such as job coaches</p>	<p>Studies show the positive correlation between vocational education for CYP with disabilities and quality of life outcomes. School leavers’ data and observations show positive correlations between meaningful social participation (either through volunteering, supported internships/employment, purposeful community engagement) and quality of life outcomes.</p>	<p>7</p>
<p>Further investment in systematic literacy and numeracy</p>	<p>Research shows the value of high quality delivery of a systematic synthetic phonics</p>	<p>1, 2, 3</p>

<p>programmes and intervention resource appropriate to pathways and need, including resources in class and homes for reading, writing and counting/ measuring for pleasure / self-directed play</p>	<p>programme (including comprehension) and the benefits of reading for pleasure</p> <p>Govt Reading Framework '23 SEN research on systematic phonics instruction</p> <p>BookTrust research showing the value CYP with learning disabilities can have from enjoying books</p> <p>The Power of Story: Using storytelling to improve literacy learning</p> <p>Use of concrete (along with representational and abstract) maths resources has been shown to support pupils with special educational needs to develop their understanding of number</p> <p>Systematic review of use of math manipulatives for pupils with disabilities in US</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced sensory regulation equipment and ATAAC equipment across a range of settings and associated training for team around child.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>SEN support rapid evidence assessment shows the value of OT resources & assistive equipment</p>	<p>1, 3, 8</p>
<p>External providers commissioned to enable pupils to access high quality and expert provision across creative arts, physical development and STEM fields.</p> <p>This is complementary to the role of subject specialist HLTA teaching and intervention, including</p> <ul style="list-style-type: none"> - Specialist HLTAs in PE, Creative Arts, Communication 	<p>As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p> <p>Evidence shows that HLTAs – particularly those with a specialist role and are deployed within a whole school staffing plan – have a positive impact on pupil outcomes and on staff retention.</p> <p>Research into HLTA deployment NFER</p>	<p>6, 5</p>

<p>- Creative Arts and Physical Development TLR</p>	<p>School surveys (parents and teachers 2022-23) show the specialist HLTA model is valued as leading to improved outcomes and engagement for pupils.</p> <p>Evidence illustrates the value of a physical development programme and of access to drama and arts in long term outcomes</p> <p>EEF research into Arts Participation</p> <p>Govt rapid review into benefits of physical activity for disabled CYP</p>	
<p>Enhanced funding of community visits, cross-class / cross-borough social opportunities, residential trips</p>	<p>Evidence shows that cultural engagement can have a positive impact on health and wellbeing and reduce social isolation</p> <p>Research on health and wellbeing through cultural engagement</p> <p>Research shows that pupils with special educational needs are more likely to suffer social isolation and benefit from opportunities to build relationships outside of the home</p> <p>MENCAP research on social inclusion</p>	<p>6</p>
<p>Family Inclusion Mentors to support disadvantaged families to attendance and welfare, including support to access social opportunities, welfare rights, benefits and learning.</p>	<p>Evidence shows that targeted family support can improve outcomes and wellbeing for the pupil and their carers.</p> <p>Early Intervention Foundation rapid review research into family support for vulnerable families</p>	<p>4, 8</p>

Part B: Review of 2024-2025 Pupil Premium Implementation

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year 2024 - 2025, drawing on our own internal data and assessments as well as external reviews.

All: The Challenge Partners Quality Assurance Review completed by 3 special school executive leaders in March 2025 confirms disadvantaged pupils have outstanding provision and outcomes. Autumn Spring and Summer Term summative progress analysis confirms outcomes for pupils accessing the Pupil Premium grant funding is outstanding with disadvantage gap narrowed through personalised evaluation of social and cultural capital through curriculum implementation.

Challenge 4 & 8: Attendance data is in line with national average, with reduced persistent absenteeism and a reduction in unauthorised absences. Pastoral data and surveys show strong holistic support of pupils and their families, with the Wellbeing Team and approach accredited as an Area of Excellence in the Challenge Partners Quality Assurance Review, March 2025. The Wellbeing Team, including the Family Inclusion Mentors, ensure that parents are able to access and navigate appropriate services.

Challenge 1, 4 & 8: Emotional Literacy Support work shows significant progress for key pupils (see case studies) with a further impact on engagement for learning and attendance. Additional Speech and Language therapist has had a significant impact on pupil progress where deployed, with Communication targets consistently exceeded.

Challenge 2, 3 & 6: Whole school CPD has developed staff expertise in facilitating child-initiated as well as adult-initiated play, with learning walks and monitoring demonstrating positive impact. The school gained Healthy Schools Status – Silver Award, with a view to gold next academic year, and also achieved Rights Respecting Schools Silver Award. Progress outcomes (Autumn and Spring) show excellent progress in functional literacy and numeracy.

Challenge 6 & 7: The school is accredited Gold standard for Gatsby Benchmarks, and 34 pupils this academic year obtained Level 1 or 2 OCR Qualifications. Work Experience placements show an increased range of placements in the local community, as listed below. The QAR report March 2025 notes that: "Preparation for adulthood is integrated within each of the pathways, and is informed by pupil voice, choice and advocacy. Vocational learning is pivotal from the youngest of ages, and this is mapped out carefully across subjects and wider curriculum areas.

Monitoring of teaching and learning shows a broad curriculum with a focus on communication, choice and self-advocacy within the classroom and community, with all classes accessing the community through planned trips and visits supporting the curriculum. Annual pupil progress data will follow in Autumn.

Externally provided programmes

Programme	Provider
None.	