



Pupil premium strategy statement 2026-27

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 (PAN +10%)
Proportion (%) of pupil premium eligible pupils	58 pupils, 81.7%
Academic year/years that our current pupil premium strategy plan covers	April 2026 to March 2027
Date this statement was published	March 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Nicola Laughton, Headteacher
Pupil premium lead	Eve Bainbridge, Deputy Headteacher
Governor	Maggie Neale, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,375
<i>Pupil premium funding carried forward from previous years</i>	
Total budget for this academic year	£48,375

Part A: 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 do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

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 also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	Through observation, discussions with pupils and their families, our disadvantaged pupils often face perceived barriers to achieving good attendance to school. Coupled with known SEMH difficulties, pupils struggle to self-regulate their emotions and engage positively in learning during the school day.

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 attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2027/28. An increase in the percentage of disadvantaged pupils entered for GCSE

	subjects, where appropriate to support their progression and next steps post-16. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows no disparity in outcomes between disadvantaged pupils and their peers by the end of our strategy in 2027/28. Through achievement of EHC plan termly outcomes.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for further education, employment or training.	All disadvantaged pupils can access high quality work experience and careers mentoring. By the end of 2027/28, disadvantaged pupils are progressing to higher or further education in the same proportions as their peers.

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: **£17400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a Foundation Skills Teaching and Learning Responsibility lead, to develop and improve Foundation Skill teaching and intervention		1

across the school in line with DfE guidance.		
CPD for teaching staff on developing pupils' mental models.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk)	1
Capacity for 1:1 and small group sessions with a Learning Mentor with responsibility for Additional Needs time. Interventions focussed on literacy, communication and social skills and Language development.	Oral language interventions EEF The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists: What works database	1, 2, 3
Introduction of robust baseline suite of assessments to refine target setting and provide staff with greater diagnostic insight to inform planning. NGRT, NGST, PASS Assessment suite £1385	Accurate baselining and thorough understanding of the prior attainment and gaps in pupil knowledge will better equip all teachers to provide effective feedback Feedback EEF Improving Literacy in Secondary Schools EEF	1, 2
CPD for teaching and supported learning resource development for teachers working outside of their subject specialisms White Rose Maths & Science £630 KS2 KAPOW £499	Evidence suggests that investment in sound subject knowledge development and enabling teachers to focus on individualising instruction has a notable impact for a low cost approach: Individualised instruction EEF	1

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

Budgeted cost: **£5735**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one and small group intervention for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Dynamo Maths Subscription £500</p> <p>STAR Maths £1500</p> <p>Word Shark Subscription £535</p> <p>TT RockStars £200</p> <p>Accelerated Reader £3000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1

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

Budgeted cost: **£25,240**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced emotional regulation equipment and therapy sessions for PP pupils with SEMH needs. We will also fund staff training.</p> <p>Heart Maths with iPad and accessories £470</p> <p>Boxall assessment and CPD for relevant staff £276</p> <p>Access to Dog Therapy sessions £2175</p>	<p>Therapy dogs and school wellbeing: A qualitative study - ScienceDirect</p>	6
<p>Additional capacity for a qualified Senior Mental Health Lead role within the staffing structure. 1:1 sessions provided to pupils, regular support for</p>	<p>Research suggests developing metacognitive and self-regulatory practices in our pupils will provide high impact/low cost outcomes:</p> <p>Metacognition and self-regulation EEF</p> <p>The initial step for many of our</p>	3, 6

parents and families and capacity for staff CPD to be delivered in-house on demand throughout the year in response to emerging pupil needs	disadvantaged pupils is to develop emotional self-regulations strategies, which can then in turn progress on to self-regulation within the classroom learning environment.	
Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education.	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. Arts participation Teaching and Learning Toolkit EEF	4
Public transport training for Year 9-11 pupils. Involves CPD and release time for staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Travel to school for children of compulsory age - Department for Education	5
Pupil friendly software to engage disadvantaged pupils in meaningful work experiences, future work skills development and provider encounters. Unifrog subscription £3480		4, 5

Total budgeted cost: £48,375

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.