

Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	165 (Primary and Secondary)
Proportion (%) of pupil premium eligible students	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 to 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	S Allman, Headteacher
Pupil premium lead	A James
Governor / Trustee lead	Louella Coleman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87 880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£ 87 880

Part A: Pupil premium strategy plan

Statement of intent

At Pathfield School, our goal is to utilise pupil premium funding to achieve and sustain positive outcomes for our disadvantaged students. Every student at Pathfield School has an Education, Health, and Care Plan (EHCP). While socio-economic disadvantage is not always the primary challenge our students face, we recognise the importance of effectively using pupil premium funding to ensure that every child enjoys school, develops a love of learning, takes risks, and exceeds our high expectations.

For students entitled to pupil premium funding, we have prioritised the following areas:

- Academic progress and attainment
- Mental health and well-being
- Social opportunities within the wider community
- Preparation for adulthood
- Family liaison support

These priorities have been established through collaboration with all stakeholders to best prepare our students for independence, integration, and purposeful engagement within society.

Our approach centres on high-quality teaching focused on the areas where disadvantaged students need it most, targeted support based on robust diagnostic assessments, and helping students access a broad and balanced curriculum. Although our strategy is tailored to the needs of disadvantaged students, it will benefit all students through whole-school approaches such as high-quality teaching. We aim to improve outcomes for non-disadvantaged students alongside their disadvantaged peers.

Additionally, we will support disadvantaged students in developing independent life and social skills and ensure that high-quality work experience, career, and further education guidance are available to all. Our strategy is driven by the needs and strengths of each young person, based on formal and informal assessments, rather than assumptions or labels. This approach ensures that we provide the relevant skills and experiences necessary for their preparation for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	All students have Severe learning disabilities or Profound and multiple learning disabilities. This means students are working significantly below age related expectations. To ensure the needs of all students are met and high-quality teaching is provided, teachers and support staff require a specialist program of continuing professional development.
2	The majority of students travel to school on transport provided by the local authority. For many families, the distance between home and school is significant. This can create communication challenges for both families and the school.
3	<p>Students may present behaviour of concern and become significantly dysregulated during their school day. This reduces their ability to fully access the core curriculum and wider learning opportunities. Additional support is required to support these students to be able to learn self-regulation skills and manage their emotions effectively.</p> <p>For other students, behaviours related to Emotionally Based School Avoidance may become a barrier to good school attendance and progress in learning.</p>
4	<p>Students may face limited access to cultural capital and enrichment opportunities due to several factors:</p> <ul style="list-style-type: none"> - Their complex communication, cognitive, and physical needs. - Geographical isolation and poor transport links, which present particular challenges for their families - Economic barriers - Sensory processing and emotional regulation barriers
5	A student's complex needs can present significant challenges for their families. Therefore, students and families may require greater support to access, understand and action change within the family home to positively influence their pupil's engagement, progress and attainment at school.
6	Some students experience poor mental health, which can impact their ability to learn effectively. This may be related to recent traumatic events or significant changes in their lives, such as important transitions or bereavements. Students face multiple challenges in communication, learning, sensory processing, and emotional regulation, all of which can influence their mental health and well-being
7	Students require specialist intervention and resources to access a broad and balanced curriculum that prepares them for life beyond school. Many learners require specialist equipment or access to provision such as AAC devices, hydrotherapy pool, increased staffing and multisensory room and equipment.

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
<p>Ensure high-quality teaching and curriculum design by implementing effective continuing professional development for all staff in the school's core subject areas.</p>	<p>Disadvantaged students will make good progress based on their baseline starting points, in line with the progress of their non-disadvantaged peers.</p>
<p>The school's communication strategy will foster positive engagement with all families, thereby promoting and supporting students' progress in all areas of their development.</p>	<p>Disadvantaged students will make good progress according to their baseline starting points (annual and termly PLGs/ EOKS targets)</p> <p>Disadvantaged students will access high quality targeted academic support where appropriate.</p>
<p>Students will receive high-quality therapeutic support to enhance their mental health and wellbeing, leading to greater engagement and improved learning outcomes</p>	<p>Through observations and discussions with students and their families.</p> <p>Progress against set therapeutic outcome measures (Thrive/ East Kent Outcome System)</p>
<p>Students and their families will have access to the necessary support to address challenges at home that might affect a pupil's learning and engagement at school.</p>	<p>Through observations and discussions with students and their families</p> <p>Improved attendance for identified students.</p> <p>Progress against outcomes set at Early Help planning.</p>
<p>Students will have access to support and resources which help them to regulate their emotions and behaviours.</p> <p>Those exhibiting EBSA-related behaviours will receive effective support.</p> <p>Above approaches will enhance students' engagement in their school learning and enable them to access broader opportunities within the community.</p>	<p>Reduction in intensity, duration and frequency of behaviour of concern.</p> <p>Improved attendance for identified students.</p> <p>Students will make good progress according to their baseline starting points (annual and termly PLGs/ EOKS targets)</p>
<p>Students will access an enhanced offer of learning opportunities outside of the classroom. This will support students to have improved resilience, self-confidence and motivation.</p> <p>Students will learn to apply their learning in a broad range of contexts and environment.</p>	<p>All students will access the school's Adventure Curriculum and enrichment activities where appropriate.</p> <p>Disadvantaged students will have balanced representation at school events and enrichment activities</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: £2 650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality PSHE/ RSE</p> <ul style="list-style-type: none"> - RSE Inset (KS3/4/5) - PSHE Development Day - PSHE subject leadership CPD including school visits/ PSHE hub 	<p>Social and emotional learning = + 4 months (EEF)</p> <p>Personal, social, health and economics (PSHE) education: a review of impact and effective practice Department for Education (publishing.service.gov.uk)</p> <p>Internal data: progress and attainment; pupil engagement</p>	<p>1</p>
<p>High Quality English CPD</p> <ul style="list-style-type: none"> - RWI/ Fresh Start staff inset - RWI development days 	<p>The reading framework (publishing.service.gov.uk)</p> <p>Phonics Programme = + 5 months</p> <p>Reading Comprehension Strategies = + 6 months</p> <p>Oral Language Interventions = + 6 months</p> <p>Teaching Assistant Interventions = + 4 months</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) (EEF Teaching and Toolkit)</p> <p>Internal data: progress and attainment; pupil engagement</p>	<p>1</p>

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

Budgeted cost: £ 34 185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading intervention To provide additional support to students – One to one and small group sessions.</p> <ul style="list-style-type: none"> - Oracy - Fresh Start/ Talk Through Stories 	<p>Reading Comprehension Strategies = + 6 months Oral Language Interventions = + 6 months Teaching Assistant Interventions = + 4 months</p> <p><u>Teaching and Learning Toolkit EEF</u> <u>(educationendowmentfoundation.org.uk)</u> (<i>EEF Teaching and Toolkit</i>)</p>	1, 7
<p>Additional Speech and Language support To provide additional support to students – One to one, small group and in class modelling.</p> <ul style="list-style-type: none"> - Attention All - Elklan - Delivery of SaLT programs - Total Communication support 	<p>Internal data: progress and attainment; pupil engagement</p>	1, 7

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

Budgeted cost: £ 50 230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health & Wellbeing CHROMA Arts Therapy intervention sessions 2 days – Music 2 days – Drama</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>Arts Participation = + 3 months Social and emotional Learning = +4 months</p>	3, 5, 6

1 day – Art	<p><u>Teaching and Learning Toolkit EEF</u> <u>(educationendowmentfoundation.org.uk)</u> <i>(EEF Teaching and Toolkit)</i></p> <p>Internal Data: Behaviour monitoring data; East Kent Outcome System; Student voice</p>	
<p>Family liaison officer employed full time to engage and support families through the Early Help process</p>	<p><u>Teaching and Learning Toolkit EEF</u> <u>(educationendowmentfoundation.org.uk)</u> <i>(EEF Teaching and Toolkit)</i></p> <p>Parental engagement = + 4 months</p> <p>Internal data: progress and attainment; pupil engagement; attendance data</p>	3, 5, 6
<p>THRIVE Practitioner to deliver small group and one to one interventions</p>	<p>https://www.thriveapproach.com/thrive-survey-update/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional Learning = +4 months</p> <p><u>Teaching and Learning Toolkit EEF</u> <u>(educationendowmentfoundation.org.uk)</u> <i>(EEF Teaching and Toolkit)</i></p> <p>Internal Data: THRIVE assessment; Student voice</p>	3, 5, 6
<p>Behaviour support role To support the implementation of the school's Positive behaviour and Relational Practice Policy.</p>	<p>Behaviour Interventions + 4 Months</p> <p><u>Teaching and Learning Toolkit EEF</u> <u>(educationendowmentfoundation.org.uk)</u> <i>(EEF Teaching and Toolkit)</i></p> <p>Internal Data: Behaviour monitoring data; Student voice</p>	3, 5, 6

<p>Cultural Capital KS3 trip to London</p> <p>Adventure Curriculum</p> <ul style="list-style-type: none"> - Outdoor adventure activities: Surfing, climbing etc - Implementation of adventure challenges (Adventure curriculum) 	<p>Ofsted Framework – Cultural capital</p> <p>Physical Activity = + 1 month</p> <p><u>Teaching and Learning Toolkit EEF</u> (educationendowmentfoundation.org.uk) (<i>EEF Teaching and Toolkit</i>)</p> <p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged students 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 students to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p> <p><i>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (Education Endowment Foundation).</i></p> <p>Internal data: Pupil and parent voice; EHCP progress data; Teacher observations and assessment</p>	<p>3, 4, 5</p>
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Total budgeted cost: £87 065

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 students in the 2023 to 2024 academic year.

Disadvantaged students have continued to make progress in line with their peers in 2023 – 2024:

- The impact of the *High Quality Teaching* strategies was significant, with more students accessing the school's formal reading pathway – Read, Write, inc. The quality of this provision was recognised in the school's recent ungraded Ofsted inspection (Oct 24):

'There is a joyful atmosphere as reading lessons get underway across the school. Many pupils exceed previous expectations in reading. Increasingly, pupils in key stage 3 become fluent readers. They understand and can discuss their reading maturely.'

Targeted intervention including Oracy, Fresh Start, Talk through stories delivered by a designated reading intervention TA has further supported student progress.

- More students are gaining accreditation in Maths and English at pre-entry/ Level 1 & 2 Functional skills.
- The school's communication and interaction framework is aimed at student's who are learning pre reading skills. The intensive interaction training that staff received has further enhanced this area of the curriculum, increasing staff knowledge and confidence.
- The number of pupil premium children and their families who have received input from the family liaison support at school remains high. This process of support has continued to improve school attendance, engagement and regulation in school. It has also supported family's access to services and support for finances, housing, transport and health.
- 54 students have accessed individual Thrive assessments and support.
- 42 students have accessed Art Therapy (Drama, Art, Music).
- KS3/4 and P16 students attended a three day/ two-night residential trip to the Calvert trust.
- All students took part in Pathfield School's Adventure curriculum: Primary (Rock Park Ramble, Secondary (Tarka Trek - KS2 & Seaside Scramble – KS3), P16 (Ten Tors/ Pioneer Pathways).
- KS2 students took part in surfing, including access to the Wave Project for children with Profound and Multiple Learning disabilities.



Summary of objectives	Outcome
<p>Improved progress in reading for all students who require a systematic phonics programme as measured through baseline assessments on the phonics assessment tracker.</p> <p>All staff delivering phonics to receive high quality training – Read Write Inc (RWI)</p>	<p>Systematic Phonics programme- Read Write Inc/Fresh Start</p> <p>All students within the school are screened by the highly trained Reading Leader ensuring consistency in the delivery of assessment (see assessment data).</p> <p>Students are then placed into small groups alongside those with the same decoding ability and taught daily by a trained member of staff in either Read, Write Inc or Fresh Start depending on age and appropriateness of the materials. Reading books are matched specifically to reading ability and are well resourced. The Reading Leader has developed a regular bespoke training/coaching package for staff and the school has invested in a termly development day whereby an external trainer can assess the impact of its implementation.</p> <p>The average number of new sounds acquired for each Key Stage shows that students are making good progress with their reading. The average number of new sounds peaks at KS2 which is to be expected. As students move along the scheme, the emphasis is to blend sounds as all the initial sounds are secure. The most important data is the average level progress which demonstrates students are making progress at each Key Stage. At KS3, students have moved up on average two whole levels.</p>

<p>Improved progress for disadvantaged students in all subjects relative to their starting points as identified through baseline assessments and EHCP targets.</p>	<p>Pupil Premium support – High quality teaching alongside tailored interventions and support delivered by teaching assistants. This focuses on / Language/ Literacy/Reading interventions and supporting wellbeing.</p> <p>Maths for Life resources support the areas of learning within the Maths curriculum. There has been a trial of a sequential plan redefining the frequency in which maths areas are revisited and this is now being implemented across the school. Training sessions have been held in January and June by Maths for Life. The curriculum pathways are tailored for our Sensory, Semi-Formal and Formal learners leading to appropriate accreditation in KS4 and KS5.</p> <p>At Pathfield School, students eligible for pupil premium make expected progress in line with their peers across all strands of their EHCP.</p>
<p>Students will access high quality therapeutic support to promote improved mental health and wellbeing and facilitate increased engagement and learning.</p>	<p>44 students received arts Therapies input</p> <ul style="list-style-type: none"> - 95% of students evidenced a positive outcome following their engagement with an arts therapy, achieving more than 70% of their objectives as set out at the start of their therapy - Students attended > 90% of their therapy sessions <p>51 students accessed individual Thrive action plans and support</p>
<p>Students and families to access appropriate support to overcome challenges in the home that may impact a pupil's learning and engagement at school.</p>	<p>24 students have been supported through Early Help on The Rights For Children system. The Family Liaison Officer acts as Lead Professional for the school.</p>
<p>Students will be able to utilise a range of strategies and resources that enable them to regulate their emotions and behaviours more appropriately. This will support students to engage more effectively in their learning within school and access wider opportunities in the community.</p>	<p>Additional staffing support provided to enhance outdoor learning and curriculum enrichment.</p> <p>This equated to an additional (per week):</p> <ul style="list-style-type: none"> - 4 ½ hours – forest school - 2 ½ hours – Hydro therapy - 4 hours – Thrive sessions - 5 hours – Transition/ behaviour support <p>A four-night residential trip was completed by Key stage 4. This took place at the Calvert Trust.</p>

