

# Pupil Premium Strategy Statement

## Ellen Tinkham School

This statement outlines our use of **Pupil Premium funding** to improve the attainment, progress, and wellbeing of disadvantaged pupils. It details our strategy, planned expenditure, and intended outcomes for 2025–2026, building on progress from 2024–2025.

### School Overview

Detail	Data
Number of pupils in school	238
Proportion (%) of Pupil Premium eligible pupils	113 students – 47%
Academic year/years that our current Pupil Premium strategy plan covers <b>(3 year plans are recommended)</b>	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nikki Burroughs
Pupil Premium Lead	Emily Langley
Governor Lead	Jodie Came

### Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£134,945
Recovery Premium funding allocation this academic year	£0
Pupil Premium (and Recovery Premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery Premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery Premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024</i>	£4407
<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>	£139,352

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

We believe that all students, irrespective of their background, special educational needs and the challenges they face, deserve high-quality learning, enriching experiences and support so that they achieve their potential and prepare for life beyond school.

Our Pupil Premium 2025-2026 priorities are part of a 5-year plan that is strategically linked to our Federation Development & Innovation Plan, to ensure that the best support is in place for maximising progress and outcomes for our most vulnerable learners in addition to our core provision.

Our key objectives for all of our students, linked to our vision statement are:

Everyone has a voice  
Everyone will be the best they can be  
No one is excluded

We will achieve this by a carefully planned strategy to address teaching, targeted academic support as well as wider strategies to enable all our students to achieve well and be prepared for next steps. The activities outlined in this plan are specifically designed with the challenges faced by our students in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not.

A high-quality programme of CPD, tailored to the context of our school will ensure all students access high quality teaching and are supported by staff who are skilled at enabling all students to engage, communicate and access learning. Assessment data will be used effectively to inform next steps and ensure there will be no attainment gap between disadvantaged and non-disadvantaged students.

Targeted academic support and structured interventions will be delivered to students who require more support to access, engage or progress. This could include attachment-based mentoring, advocacy support, rural skills interventions, or structured communication and interaction interventions such as attention autism.

Our Communication & Decision-Making Team, Deputy Headteachers and Early Help Lead will be responsible for wider strategies to support attendance, behaviour and wellbeing to minimise barriers to learning. All students, no matter their background, will have opportunities to access wider opportunities for enrichment both inside and outside of school.

### Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils face barriers to learning requiring early identification and targeted support to close attainment gaps
2	Pupils have severe, profound, and multiple learning difficulties, often with additional physical or sensory needs, requiring personalised interventions and specialist equipment.

3	A high proportion of new staff necessitates ongoing development, consolidation, and refreshment of specialist SEND knowledge and skills to ensure consistently high-quality teaching and pupil progress.
4	Many pupils have complex communication, interaction, and language difficulties that significantly impact learning. These require consistent specialist approaches and interventions, including the use of AAC systems, which are resourced and supported by the school.
5	Pupils may present with significant behaviours linked to social communication, sensory processing, cognition, and SEMH needs. Some pupils experience emotionally based school avoidance and require highly personalised, flexible provision to support engagement, attendance, and access to learning.
6	Many disadvantaged pupils have reduced access to enrichment and wider community experiences outside of school, limiting opportunities to develop independence, participation, and cultural capital compared to their peers.

## 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><b>Progress and attainment</b> Disadvantaged pupils make progress in line with, or better than, their peers relative to their starting points, as identified through baseline assessments on Earwig and Home School Agreement (HSA) targets</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils participate in focused interventions aligned to identified targets.</li> <li>• Internal HSA and Earwig assessment data shows no attainment gap between Pupil Premium and non-Pupil Premium pupils.</li> <li>• Disadvantaged pupils meet or exceed expected progress from their individual baselines</li> </ul>
<p><b>High-Quality Teaching</b> All pupils access consistently high-quality teaching, with learning skilfully scaffolded to ensure access, engagement, and progress. Staff expertise is maintained and developed through targeted CPD.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> <li>• All staff have received training in: <ul style="list-style-type: none"> <li>• Child development</li> <li>• Relational practice</li> </ul> </li> <li>• Teachers new to the school have completed the induction programme.</li> <li>• Teachers have participated in a CPD cycle including child development and communication.</li> <li>• Planning documents clearly demonstrate how learning is tailored for all pupils.</li> <li>• CPD is targeted and responsive to staff needs.</li> <li>• Monitoring cycles evidence teaching and learning to be consistently effective across the school.</li> <li>• Teaching staff (particular new staff) consistently and effectively implement strategies and provide high quality teaching for all pupils</li> </ul>

<p><b>Communication and Interaction</b></p> <p>All pupils have a means, reason, and opportunity to communicate. Communication strategies are used consistently and effectively, and staff are skilled at modelling communication</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> <li>• All class-based staff have received Total Communication top-up training.</li> <li>• There is <b>no attainment gap</b> between Pupil Premium and non-Pupil Premium pupils in HSA Communication targets and communication assessment data.</li> <li>• A communication audit confirms that all pupils requiring AAC have an appropriate system in place.</li> <li>• Learning walks and planning evidence high-quality opportunities for communication and interaction.</li> </ul>
<p><b>Regulation, engagement and SEMH</b></p> <p>Universal, targeted, and intensive support improves pupils' regulation, engagement, resilience, and positive learning behaviours.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> <li>• A reduction in recorded high-risk incidents.</li> <li>• A reduction in class avoidance and students successfully reintegrate into class following interventions.</li> <li>• A reduction in emotionally based school avoidance (EBSA).</li> <li>• No attainment gap in SEMH-related HSA targets between disadvantaged and non-disadvantaged pupils.</li> </ul>
<p><b>Attendance and Family Support</b></p> <p>Attendance is not a barrier to progress for disadvantaged pupils. Families requiring Early Help are identified and supported promptly and effectively.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> <li>• Whole-school attendance improves.</li> <li>• There is no attendance gap between disadvantaged and non-disadvantaged pupils.</li> <li>• Early Help processes are used effectively to support families at the earliest opportunity.</li> <li>• Severe absence is promptly identified and attendance plans are effective in reducing barriers and improving attendance.</li> </ul>
<p><b>Enrichment and Cultural Capital</b></p> <p>All pupils, including disadvantaged pupils, have increased opportunities to access enrichment and learning beyond the classroom through targeted and intensive interventions.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> <li>• All pupils access enrichment activities both on and off the school site.</li> <li>• Targeted interventions are delivered to disadvantaged pupils and those identified as needing additional support (e.g. attachment-based mentoring, rural skills interventions).</li> <li>• All Year 6 pupils have had the opportunity to participate in an overnight residential on the school site.</li> <li>• All Year 11 pupils have had the opportunity to participate in an offsite activity based residential stay.</li> <li>• A variety of music enrichment opportunities have been delivered throughout the year, meaning students have a breadth of enriching opportunities beyond the classroom.</li> </ul>

<p><b>Phonics and English</b>  Disadvantaged pupils with identified gaps in phonics knowledge receive high-quality, targeted phonics instruction to close gaps and accelerate progress. Alongside this, a consistently high-quality, evidence-based phonics curriculum ensures that all subject-specific learners make strong, sustained progress in early reading from their individual starting points</p>	<p>By the end of the academic year</p> <ul style="list-style-type: none"> <li>• A consistent, high-quality phonics curriculum is delivered across the school, enabling all subject-specific learners to make progress from their starting points.</li> <li>• Disadvantaged pupils with identified gaps receive targeted phonics interventions matched to their needs.</li> <li>• Phonics assessment data shows good progress for all pupils and no attainment gap between Pupil Premium and non-Pupil Premium pupils.</li> <li>• Monitoring evidences effective phonics teaching and appropriate adaptation for subject-specific learners</li> </ul>
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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 (for example CPD, recruitment and retention)

Budgeted cost: 3266

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead Teacher to oversee assessment, monitoring, and evaluation of Pupil Premium provision, ensuring targeted interventions and equitable access for disadvantaged pupils	Maintaining a high profile for Pupil Premium pupils and their barriers ensures staff awareness, targeted intervention, and equitable access to support	1-6
SLT to lead a structured CPD programme for all pupil-facing staff (including new and existing staff) to strengthen pedagogy and improve the quality of teaching	EEF Effective Professional Development Guidance Report highlights that well-designed CPD improves teaching quality and pupil outcomes.	1-6
Investment in resources and learning support to strengthen high-quality teaching and learning, enabling all pupils to access the curriculum.	EEF Teaching and Learning Toolkit demonstrates that high-quality teaching has the greatest impact on pupil progress.	1, 2, 3, 5, 6

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

Budgeted cost: 99861

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-time Literacy HLTA to track assessment, oversee reading, and deliver small-group and one-to-one phonics and reading interventions. Additional teaching assistant to support the implementation of interventions.	EEF Teaching and Learning Toolkit; EEF Improving Literacy in KS1 and KS2 highlight the impact of targeted literacy interventions delivered by trained staff	1
Rural skills HLTA to maintain rural skills provision and run targeted interventions.	EEF Teaching and Learning Toolkit identifies a growing evidence base that outdoor learning positively impacts motivation, self-efficacy, engagement, and teamwork as part of a broad curriculum offer	4, 5, 6
Purchase and implementation of sensory resources and AAC systems for pupils requiring Augmentative and Alternative Communication.	Evidence shows AAC improves communication, interaction, and access to learning. Supported by SEND areas of need, Maslow's Hierarchy of Need, and Barry Carpenter's Engaging Learners with Complex Learning Difficulties and Disabilities	1, 2, 3, 4, 5
Advocacy HLTA to deliver targeted interventions supporting pupil wellbeing, pupil voice, resilience, and engagement	EEF Teaching and Learning Toolkit; EEF Improving Behaviour in Schools demonstrate that targeted SEMH support improves engagement and learning behaviours.	4, 5
Targeted communication and interaction interventions led by class teams and overseen by the Communication Lead Teacher, including structured phonics interventions where appropriate.	EEF evidence indicates oral language approaches can result in up to 6 months' additional progress; EEF Improving Literacy in KS1 and KS2 supports structured phonics intervention.	1, 2, 4

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

Budgeted cost: £36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support led by the CDMT Lead Teacher, including triage of incidents, development of behaviour plans, staff coaching, and targeted CPD	EEF Teaching and Learning Toolkit; EEF Improving Behaviour in Schools identify targeted behaviour support and staff	3, 5

to support positive decision-making and behaviour	training as effective in improving engagement and learning	
Pupil Advocacy Leads and Class Pupil Advocacy Champions to ensure pupils' voices inform decisions affecting them, supported through staff CPD and targeted advocacy interventions.	EEF evidence indicates behaviour and wellbeing interventions improve engagement. School-based expertise within the Communication & Decision-Making Team demonstrates that positive communication and supported decision-making increase engagement in learning.	4, 5
Enrichment and cultural capital provision, including offsite trips, residential, outdoor education, and sporting activities. Funding removes financial and logistical barriers, including transport for wheelchair users, and provides staffing capacity for planning, risk assessment, and coordination	Ofsted EIF highlights the importance of developing pupils' cultural capital. EEF Teaching and Learning Toolkit notes outdoor learning can improve self-efficacy, motivation, and teamwork as part of a broad curriculum.	2, 3, 4, 5, 6
Early Help Lead and Deputy Headteacher to support families through signposting, guidance, and targeted attendance and engagement strategies.	EEF Working with Parents to Support Children's Learning and EEF Parental Engagement evidence improved outcomes where home and school work consistently together. School data and person-centred review feedback demonstrate improved pupil outcomes when families are confident and supported	1, 2, 5

**Total budgeted cost: £139127**

## Part B: Review of the Previous Academic Year

### Outcomes for Disadvantaged Pupils

#### Education outcomes for primary pupils

We analysed the performance of disadvantaged pupils during the 2024–2025 academic year using internal assessment data. This analysis shows:

- There is no attainment gap between disadvantaged and non-disadvantaged pupils in Maths or SEMH in Lower School.
- In Cognition and Learning, disadvantaged pupils make stronger progress towards their targets than non-Pupil Premium pupils.
- Assessment data indicates that disadvantaged and non-disadvantaged pupils achieve similarly across most Home School Agreement (HSA) areas.
- A small gap remains in Sensory and Physical HSA targets, with 40% of disadvantaged pupils assessed as secure or exceeding compared to 51% of non-disadvantaged pupils. This gap is narrowing and remains a focus within the Pupil Premium strategy.

#### Education outcomes for secondary pupils

We analysed the performance of disadvantaged pupils during the 2024–2025 academic year using Earwig and internal assessment data. This analysis shows:

- Disadvantaged pupils in Upper School are more likely to meet their targets in English than non-Pupil Premium pupils, reflecting the impact of targeted phonics and literacy interventions.
- A small attainment gap remains in Maths, with non-Pupil Premium pupils achieving a higher proportion of secure and exceeding outcomes against HSA targets.
- The most notable gap is within Sensory and Physical targets, indicating the need to continue strengthening SEMH, regulation, and engagement support.

#### Summary and Next Steps

Our analysis indicates that high-quality teaching, targeted academic support, and wider strategies should continue to focus on reducing remaining attainment gaps, enhancing access to enrichment and intervention, and supporting disadvantaged pupils to develop resilience, communication, self-regulation, and engagement skills to enable them to succeed both in school and beyond

### Further Information (Optional)

#### Additional activity:

Our Pupil Premium strategy will be supplemented by additional activity that we are not funding using Pupil Premium or Recovery 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 SEN 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 used the EEF's families of school's database to look at the performance of disadvantaged pupils in school like ours. We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/carers as a result.

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 assure improvement to secure better outcomes for pupils over time.