

Pupil premium strategy statement – Pitcheroak School

This statement details our school’s use of pupil premium for the 2025 to 2026 academic year, 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Pitcheroak School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	Termly
Statement authorised by	Jay Hart Executive Headteacher
Pupil premium lead	Philip Hughes Deputy Headteacher
Governor / Trustee lead	Robin Lunn Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,816
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	£79,626

Part A: Pupil premium strategy plan

Statement of intent

We believe that that all pupils, irrespective of background and they challenges they face, deserve the very best learning experiences and opportunities to make aspirational, measurable progress and can celebrate achievement during their time with us.

The focus of our Pupil Premium Strategy is to ensure our disadvantaged pupils leave school as independent and ready for adulthood as possible. We define clear pathways for our pupils which will lead them to:

- Achieve qualifications tailored to their individual interests and academic abilities
- Access appropriate college placements and courses
- Explore Employability where appropriate
- Function within and contribute to their communities

Integral to our approach is high-quality teaching; ensuring that pupils have access to a bespoke and ambitious curriculum that is delivered through highly adapted teaching approaches and resources. We focus on the areas that our pupils require the most to close the attainment gap.

Our Pupil Premium Strategy is linked to our whole school development plan to ensure our priorities are communicated clearly and achieved effectively and that all pupils in our care can thrive.

Challenges

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

Challenge number	Detail of challenge
1	Our pupils frequently struggle with communication; affecting opportunity to express basic needs, understand, express and respond to emotion, and engage socially.
2	Our pupils require highly individualised approaches to encourage and extend engagement in learning both within and outside of the classroom.
3	Sustaining good attendance can be a challenge for our families.

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>Challenge 1 A whole school approach to communication is embedded across the school allowing pupils to:</p> <ul style="list-style-type: none"> • Communicate basic needs • Identify, communicate and manage emotions • Develop social skills • Apply communication skills in contexts other than school • Develop independence 	<p>All pupils can access a range of resources to communicate – both expressively and receptively - according to their ability and context.</p> <p>Staff are skilled in the use of a range of resources to communicate and can identify the specific needs of their pupils.</p> <p>Pupils can apply communication skills in contexts outside of the school building.</p> <p>Pupils have access to specialist interventions.</p> <p>Support for families, with a focus on new starters, supports the family to apply strategies in the home.</p> <p>All pupils can access resources to support understanding of emotional needs.</p> <p>All pupils can access resources to support regulation.</p>

	<p>All pupils will be able to access the Enrichment opportunities provided in the curriculum.</p> <p>Data highlights that pupils eligible for Pupil Premium make expected progress in line with their peers.</p> <p>Assessments and observations indicate improved communication skills. This will be evidenced when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and progress against EHC Plan targets.</p> <p>All staff able to identify pupils in need of additional support. Priority for additional support is given to disadvantaged pupils.</p> <p>Staff voice will demonstrate increased confidence in the use of specialist strategies.</p>
<p>Challenge 2 All pupils can access an ambitious curriculum that:</p> <ul style="list-style-type: none"> • has clear learning pathways • can be appropriately adapted and personalised according to individual need • is supported through our family engagement programmes to support learning beyond school 	<p>Pupil Premium pupils will make progress in line with their peers.</p> <p>Pupils will have access to a wide range of personalised resources that support access to learning.</p> <p>Interventions for pupils are purposeful and appropriately targeted, demonstrating impact through assessment data, behaviour data and observation.</p> <p>Opportunities for enrichment opportunities are supported so that every child can build cultural capital and make a contribution to the school and wider community.</p> <p>Pupils will access at least 3 enrichment visits per academic year including residential opportunities for those pupils in KS3 and above.</p> <p>Pupil voice reflects positive experiences with school and learning.</p> <p>Staff will receive relevant and targeted CPD opportunities to support pupils with a broad range of need.</p>

	<p>Teaching is supported by a predictable, stimulating environment that manages sensory integration effectively. Engagement within lessons is high and pupils are motivated to learn. There are a wide range of personalised resources available in classrooms.</p> <p>Audits demonstrate that the Learning Environment Policy is being adhered to.</p> <p>All staff are aware and able to identify pupils experiencing specific barriers to learning. Priority is given to disadvantaged pupils to access specialised therapies.</p>
<p>Challenge 3 All pupils will achieve and sustain good attendance through:</p> <ul style="list-style-type: none"> • A rapid response to family need through our Family Offer • Provision of resources to overcome barriers to attendance • A safe, accessible and carefully managed learning environment 	<p>Attendance for pupils eligible for Pupil Premium will be in-line with whole school attendance data.</p> <p>Family voice will reflect our intention to provide support for all families.</p> <p>Our Family offer is defined and accessible to all families.</p> <p>Attendance data increase at school-led workshops and events by families of disadvantaged pupils.</p> <p>Individualised plans to support pupils are used to overcome barriers to attendance.</p> <p>Our Attendance policy and procedures demonstrate positive impact on attendance data.</p> <p>School monitoring will demonstrate impact for families finding difficulties in maintaining good attendance.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8490

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Positive Behaviour Management Zones of Regulation Sensory Integration Communication The use of Play	High quality teaching can narrow the disadvantage gap. EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2
Specialist Support Services. Positive Behaviour Team Translation Services	Access to specialist services where additional support and expertise is needed results in staff feeling upskilled, empowered and able to tailor approaches to meet the needs of pupils.	1,2,3

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

Budgeted cost: £ 23,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapy	A tiered approach to Occupational Therapy within schools, focusing on prevention, early intervention and partnership approaches, can prevent students' physical, learning and mental health needs from escalating. Occupational therapy in schools RCOT	1,2,3
Sensory Integration resources	Specialised resources to provide the necessary sensory input that pupil's need to regulate and be ready and motivated to learn, resulting in reduced negative behaviour incidents and improved engagement.	2,3

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

Budgeted cost: £ 38,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional therapies (Play Therapy and Music Therapy)	Disadvantaged pupils are more likely to experience poor health and increased risk of mental health problems. Staff will be able to recognise and provide appropriate support where mental health issues arise and identify pupils in need of additional specialist therapy.	1,3
Attendance support	Disadvantaged pupils often start school already behind their peers who are from more affluent families. Having good school attendance is therefore essential for our disadvantaged pupils. Attendance will be promoted through opportunities to recognise good and improved attendance as well as supported through resources and specialist support.	3
Interpreting services	Support to ensure effective communication between school and the 22.15% of pupils (35 pupils) who are EAL. 31.43% of which (11 pupils) are eligible for pupil premium.	1, 2, 3
Family engagement events and workshops	Opportunities to foster collaborative and supportive relationships between school and families to create a consistent approach between home and school, supporting learning in the home as well as a sharing of strategies to support pupil need. Parental engagement EEF	1,2,3
Enrichment opportunities including residential and DofE	Onsite and offsite opportunities to enhance curriculum provision, resulting in improved pupil attendance, engagement and attainment. Report - Centre for Young Lives FINAL.pdf Educational visits NEU DofE - The Duke of Edinburgh's Award	2,3

Total budgeted cost: £70,339

Part B: Review of outcomes in the previous year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 financial year.

Outcomes for disadvantaged pupils

1. All pupils now have access to age and developmentally appropriate resources for recognising, communicating and understanding emotions.
2. All pupils accessed a minimum of three offsite curriculum enrichment activities.
3. Our Pupil Premium Pupils and their Families have accessed support provided by our therapies through appropriate and timely intervention.
4. Our classroom environments have been re-designed through collaboration with external therapies to ensure our learning environments are accessible, adequately resourced and manage sensory input for our pupils, helping to manage pupil regulation and support engagement in learning.
5. Staff have received training on interventions and strategies such as Zone of regulation and sensory integration to further support engagement for learning.
6. Our Pupil Premium pupils receive additional, adapted resources to support with engagement and regulation - both within school and the home.
7. Family attendance at parent engagement workshops with our therapist teams continues to increase, improving support for pupils between home and school.
8. Attendance for Pupil Premium pupils has improved on last year and is now over 90%. Pupil premium Pupils achieving over 90% attendance has increased of 9%. We continue to close the attendance gap for disadvantaged pupils.
9. We have seen increased progress for our Pupil Premium pupils, with 88.36% of pupils achieving and partially their targets, an increase from 86% in the previous academic year and moving broadly in-line with an attainment percentage of 91.17% for non-Pupil Premium pupils.

We continue focus on closing the attainment gap between disadvantaged pupils and their peers.