



*Meeting Individual Needs*

## **Pupil Premium Strategy Statement**

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's funding had within school.

### **School Overview:**

<b>School name</b>	<b>Haughton School</b>	
	Academic Year 2024-2025	Academic Year 2025-2026
Number of children in school	194	196 (Sept 2025)
Proportion(%) of children eligible for pupil premium	49.48% (96 children)	39.79% (78 children based on current children)
Academic years that the pupil premium strategy plan covers		2025-2026
Date this statement was published		July 2025
Date on which it will be reviewed		July 2026
Statement authorised by		Gill Knox Head Teacher
Pupil Premium Lead		Gill Knox Head Teacher
Governor		Lucy West

### **Funding Overview:**

Pupil Premium Funding allocation 2025-2026	£140,810
Pupil Premium Funding allocation 2024-2025	Initial allocation £124,080 increased to £139,360
Pupil Premium Funding carried forward to 2025-2026	£15,280
<b>Total Budget for 2025-2026</b>	<b>£156,090</b>

## **Statement of Intent:**

We will:

- Ensure that teaching and learning opportunities meet the needs of all our children.
- Ensure that appropriate provision is made for all children regardless of the degree of disadvantage.

We would like all our children to:

- Engage in learning and enjoy the range of learning opportunities offered.
- Make progress and achieve in line with their potential.
- Increase their communication skills and social interaction.
- To have enhanced cultural experiences.

We have adopted an approach that is guided by the EEF's Pupil Premium Guide for a tiered approach. We will ensure there is:

- High quality provision including teaching and resources, employing a broad range of strategies for all, including access to offsite visits and visiting professionals. Ensuring that all staff are highly trained to meet the needs of children with severe/moderate cognition difficulties and complex needs.
- Effective / efficient monitoring of teaching and learning to enable progress to be tracked and moderated overtime.
- Targeted support for children, all children within school have identified individual outcomes, these are worked on daily and reviewed regularly.
- Individualisation for children, delivery of a bespoke curriculum for those children who require it.

In line with the Pupil Premium Guidance, as a school we will ensure high quality professional development for our staff that is:

- Sustainable
- Focus on ensuring staff have the skill and expertise to address the increasingly complex needs of the children.
- Focus on improving and evaluating the outcomes for our children.

## **Challenges**

The key challenges that we have identified are:

- Enabling sufficient support for parents to help them to address the needs of their children
- The emotional resilience some children due to their complex needs
- To ensure consistent engagement in learning due to the children's complex needs.
- To ensure progress in line with potential is achieved.
- To access quality enrichment experiences due to needs

For all children, progress is maximised through the personalisation of the provision, the range of resources, expertise of staff supported by training and partnership working with parents/carers and other agencies. Pupil premium funding supports the extension of personalisation as detailed within this report.

## Pupil Premium planned expenditure 2025-2026 £156,090

Due to the successful impact of the 2024-25 expenditure, the proposal is to maintain some aspects of the previous plan. The intended Pupil Premium spend is:

Area	Success Criteria	Funding allocated
Family Support Emotional Support for children  Challenge area 1,2,3,4	Consistent high-quality support for families  Improved resilience, confidence and self-belief  The emotional needs of children are addressed to minimise the barriers to learning  All identified children making at least good progress from their baseline	£80,693  Salaries including oncosts
Deployment of Teaching Assistants to support Learning – Additional teaching assistants support is proportionate to the complexity of the children and the number of Pupil Premium children / class.  Challenge area 2,3,4	Sustained high level of individual / small group learning appropriate to individual children.  Children to receive intensive tuition in small groups  The specific needs of children to be met through increased targeted work  The needs of the children to be accurately assessed and next steps for learning agreed Progress evidenced There is a rapid and focused response  Immediate impact to facilitate children in accessing learning  Clear understanding of the needs of individual children  Children are clear on what they need to do to improve  Progress evidenced	£59,897  Salary of additional Teaching Assistants including oncosts
Consultation with professional services  Challenge area 2,3,4	The needs of the children are accurately assessed and targeted  Staff are trained to address the needs of the children	£5500 Towards Education Psychologist Service Level agreement 25-26
Targeted attendance analysis	All Pupil Premium children to have attendance above 90%	£2,000

Challenge area 3,4		Contribution towards salary of admin staff including oncosts
Support towards enrichment activities	Increased participation by children	£3000
Challenge area 5	Children accessing / experiencing a wider range of activities	Contribution towards subsidy of cost for activities
	Improved self-confidence and social interaction	
Resources	Resources available to address the diverse needs of the children	£5000
Challenge area 2,3	Improved emotional health & wellbeing of the identified children	Resources to support children's EHWP

For CIC pupil premium the expenditure will continue to be agreed through PEP meetings and it is targeted on the most effective intervention for enhancing the progress of the individual child.

### **Pupil Premium Strategy outcomes for 2024-2025**

#### **Expenditure (£124,080)**

<b>Area</b>	<b>Success Criteria</b>	<b>Funding allocated</b>
Family Support Emotional Support for children  Challenge area 1,2,3,4	Consistent high-quality support for families  The emotional needs of children are addressed to minimise the barriers to learning  All identified children making at least good progress from their baseline	£75,149 Salaries including oncosts
Targeted attendance analysis  Challenge area 3,4	All Pupil Premium children to have attendance above 90%	£3,000 Contribution towards salary of admin staff including oncosts
Deployment of additional Teaching Assistants to support learning	There is a rapid and focused response  Immediate impact to facilitate children in accessing learning	£42,931 Salary of additional Teaching Assistants

Challenge area 2,3,4	Clear understanding of the needs of individual children  Children are clear on what they need to do to improve  Progress evidenced	including oncosts
Resources  Challenge area 2,3	Resources available to address the diverse needs of the children  Improved emotional health & wellbeing of the identified children	£3000 Resources to support children's EHWP

**The desired outcomes for 2024 – 2025 have been achieved.**

Through the work of the Learning Mentors families have been supported in overcoming difficulties through personal advice and support and access to Early Help / Strengthening Families assessments and support. This has prevented the potential escalation of difficulties within families.

Through the work of the Intervention TA, the children have benefitted from direct input to support their emotional needs and measurable progress has been evidenced in their learning behaviour and emotional wellbeing.

The analysis of data identifies at least good progress overall for the targeted children in relation to their starting point and needs. Haughton School continues to evaluate the progress of the children through a wide range of measures including – Outcomes relating to EHCP and Annual Review Targets, parental and children feedback, teacher performance management etc.

The school attendance has remained above national average for special schools. Children have been fully supported to achieve their potential within class due to the enhanced staff to child ratio required for children with additional needs.

The allocated funding contributed to the purchase of specific resources across each key stage to support learning behaviour, emotional resilience, and access to the curriculum.

**Progress – sources of evidence to support judgements**

Haughton School continues to monitor the progress of the children through a range of measures.

The good with aspects of outstanding progress judgement has been sustained over time.

Measures include:

- Monitoring of teaching & Learning including lesson observation, planning and work scrutiny.
- Evidence from teacher appraisals as the judgement of teaching is always about impact on the engagement, progress and achievement of the children over time.
- Data analysis of the progress and achievement of the children using iASEND

- Monitoring of the achievement of individual targets set for the children.
- Progress towards the objectives set in EHCPs and Annual Reviews.
- Parental feedback.

Use of case studies to evaluate progress of children with pupil premium

Success of the allocation of the funding / strategy will be measured by the analysis of data on both “hard / soft” outcomes. Monitoring by school leaders / governors and external consultants

The Pupil Premium Strategy will be reviewed on an ongoing basis. It will be formally evaluated in the Summer Term 2026 to enable the impact to inform the plan for the following year.