

Students premium strategy statement – Pield Heath House School- SEND

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

It outlines our students' 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	100
Proportion (%) of students premium eligible students	30%
Academic year/years that our current students premium strategy plan covers	2024 -2025
Date this statement was published	September 2024
Date on which it will be reviewed	November 2025
Statement authorised by	N. Johnson
Pupil premium lead	N. Chance
Governor / Trustee lead	D. Gilder

Funding overview

Detail	Amount
Students premium funding allocation this academic year	£ 23,440
Tutoring grant this academic year	£1,858
Students premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 28,108
Total budget for this academic year	£ 53,406

Part A: Students premium strategy plan

Statement of intent

Field Heath is a day residential school catering for students with a diverse range of

additional needs which present significant barriers to learning which include Autistic Spectrum Disorder, complex, severe and moderate cognitive developmental delay, medical and social, emotional and mental health needs.

We aim to ensure that pastoral, social and academic needs are met. This is an integral part of our ethos as a school community; to support students to “live life to the full”.

The school aims to support disadvantaged students to achieve that goal, including progress for those who are already high attainers.

We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals.

All students at Pield Heath House School face particular challenges as for the majority of our vulnerable students, lower attainment is related to additional complex needs which present barriers to educational achievement.

Our intention is to use pupil premium funding to help us to achieve and sustain positive outcomes for our disadvantaged students and develop a strategy which will also benefit all students in our school.

Challenges

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

Challenge number	Detail of challenge
1	Cognition and Learning challenges of all students in relation to Literacy and Numeracy
2	To support student's development toward independence and lifeskills
3	To develop therapeutic interventions and universal implementation of students with communication and sensory processing needs
4	To support the social and emotional regulation and resilience of students
5	To support families of students who experience behaviour dysregulation

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
To identify and focus on catch-up for those students not meeting their annual targets.	Data and progress toward outcomes demonstrate students catching up with their targets
For students to access strategies to support independence and opportunities to generalise this.	Students are supported with appropriate interventions to develop independent life skills at appropriate levels
To support social, emotional and mental health regulation and resilience in our students.	Thrive and PBS interventions and data demonstrate significant progress for all students Case reports of individual students demonstrate increased regulation and engagement impacting overall progress.
To support students and their families who experience regular challenges due to individual students needs	MDT data indicates multi agency support for early intervention has a positive impact on students and their families

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,007

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist reading training to develop reading interventions catering for diversity of needs/ Resources to ensure all students can access the Read Write Inc phonics scheme	A phonics scheme offers a structured approach to teaching reading and spelling, with several key advantages: Improved Reading Accuracy: Phonics helps children decode words by sounding them out, leading to more accurate reading of unfamiliar words Boosts Early Literacy Skills: It builds strong foundational skills in letter-sound correspondence, which is crucial for early reading development. Systematic and Sequential Learning: A phonics scheme follows a clear progression, making it easier for learners to build on what they know.	1/2

	<p>Increases Spelling Ability: By understanding how sounds correspond to letters and letter combinations, students can more easily learn to spell words correctly.</p> <p>Supports Struggling Readers: Phonics is especially effective for students with reading difficulties, including those with dyslexia, by giving them tools to decode words.</p> <p>Confidence Building: As learners gain the ability to decode and understand more words, their confidence in reading increases.</p> <p>Reduces Reliance on Memorization: Rather than memorizing whole words, students learn to read by recognizing patterns and applying rules, which is more scalable.</p>	
Resources and training to ensure all students follow a maths mastery approach to all aspects of mathematics through access to White Rose Maths.	<p>The maths mastery approach is a teaching method that focuses on developing a deep, long-term, secure understanding of mathematics.</p> <p>It develops deep conceptual understanding, encourages fluency through practice and breaks learning down into small steps.</p>	1/2

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

Budgeted cost: £ 34,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class OT and SaLT strategies permeate Teaching and Learning.	Communication profiles and passports and Sensory Passports and programmes will inform interventions for students on a universal and targeted level.	2/3/4

Targeted Music Therapy	Music Therapy helps to improve communication, interaction and self-expression, Music therapy can also help to empower young people by offering them choices, increase motivation, develop social interaction and communication	2/3/4
Technology is sourced, resources produced and training provided by SaLT to ensure all identified students access appropriate AAC effectively in all settings	A cohesive approach to the progressive acquisition of communication skills utilising low tech and high tech AAC encourages independence in nonverbal learners, empowers autonomy, encourages engagement and development of social skills	2/3/4
A functional skills program is implemented for all students to develop appropriate and individualised self-care and independence skills according to their current strengths and needs. .	A functional skills program offers a tailored approach which develops self care skills for students with delays in motor and cognitive skills. It is a highly researched approach with evidence of high levels of effectiveness.	2/3/4

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

Budgeted cost: £ 14,860,

Activity	Evidence that supports this approach	Challenge number(s) addressed
PBS Team and Thrive Practitioner to support families through targeted intervention as a result of MDT planning	A PBS approach typically refers to Positive Behavior Support (PBS), which is a proactive and evidence-based framework used primarily in education, mental health, and disability services to support individuals with challenging behavior.	2/3/4/5

	<p>The core goal is to improve quality of life while reducing problematic behaviors through positive strategies rather than punishment.</p> <p>Direct support and intervention for parents to support students with complex behaviours of concern results in an improved family dynamic and increased positive engagement from the young person, resulting in improved mental health for them.</p>	
Proact Scipr Specialist Refresher Training	<p>PROACT-SCIPr-UK® is a comprehensive Positive Behaviour Support (PBS) framework developed to assist individuals with complex needs—such as autism, learning disabilities, mental health conditions, or dementia—in leading fulfilling lives while minimizing the use of restrictive practices. Originating from the Loddon School in the UK, this methodology has been refined over 30 years and is now widely adopted across various care and educational settings</p> <p>Adopting a person centred approach, using proactive strategies supports personal development and minimises crisis intervention for behaviours that challenge</p>	2/3/4
Whole school student wellbeing enrichment activities e.g. music/ drama workshops and trips	<p>Opportunities for access to cultural capital activities subsidised curriculum enrichment activities and excursions broadens experiences for our young people and develops a deeper understanding within them of the world in which they live.</p>	2/4

Total budgeted cost: £ £51,548

Part B: Review of the previous academic year

Outcomes for disadvantaged students

Pupil Premium Impact – September 2023-2024

Training of Teachers and Support staff in Read Write Inc

The school has implemented Read Write inc as a phonics approach across all P2 and P3 classes.

The literacy lead and the Associate Principal for Teaching and learning attended specialist training over two days to ensure an in-depth understanding of Read Write Inc.

The school completed two whole day training sessions from Read Write Inc to ensure all SSA's and teachers can lead one to one and group sessions effectively.

The school received initial support from a Read Write Inc Trainer over two days to ensure the program was implemented with a high level of fidelity across all P1 and P2 classes.

Morning Read Write Inc sessions during Tutor time are now embedded in all P2 and P3 tutor groups, ensuring students receive individualised high quality phonics input on a daily basis. Read Write Inc is consistently taught during the first twenty minutes of all P2 and P3 literacy lessons. The literacy lead delivered regular recap training and individualised support to teachers to ensure fidelity of delivery.

Additional books have been purchased and additional resources have been produced to ensure all teachers have the resources necessary to deliver Read write inc to all students.

Regular assessments indicate all students in P1 and P2 make good or outstanding progress in the area of phonics.

Signalong Training:

The Signalong Tutor attended training for accreditation as Signalong Tutor. As a result training is now delivered to all staff, including as part of induction and a rolling programme for existing staff.

The Signalong Tutor delivers regular signalong sessions to all P2 and P1 classes. She is additionally timetabled to support off site swimming and community skills sessions to develop students ability to generalise their signalong skills within the community.

As a result students develop good Signalong skills in line with their profiles as total communicators. Teachers and SSA's consistently reinforce their communication with

students using Signalong as part of universal provision. This is evidenced through lesson observations, learning walks and pop ins.

The spiritual life of the school is further enriched through the inclusion of Signalong during the whole school and daily acts of worship.

Music Therapy:

Music therapy sessions occur weekly on Fridays. Between five and six students are identified to receive music therapy sessions at any one time.

Students attending music therapy generally have high levels of sensory needs/ anxiety and limited abilities to socially interact.

The impact of sessions is dependent on the students baseline and the initial assessment process ensures that all students who attend sessions show an initial response to this therapeutic approach. This increases the likelihood that students identified will benefit significantly from therapy sessions.

The recorded impact of therapy within end of year reports is significant.

Students who find transitions difficult have successfully transitioned to sessions. Students who have little or no ability to exhibit shared focus or positive interaction during adult-led activities have developed the skills to interact with the therapist positively, show increased ability to focus and use increased amounts of eye contact during sessions. They communicate they want more of an activity and show enjoyment during sessions.

Occupational Therapy Assistant

The occupational therapy assistant has provided targeted OT and physiotherapy input to individual students under the remit and guidance of internal occupational therapists and external physiotherapists. This ensures that these students make good progress, which is evidenced through session records. Sessions also positively impact on behaviour and well being as evidenced through behavior data.. The occupational therapy assistant has also produced essential resources to support the implementation of targeted support led by herself and by the team of Occupational therapists.

Positive Behaviour Support Training and Intervention

The school has two PBS trainers and four PBS champions who received training through Ambitious about Autism to develop their understanding and skills in mentoring school staff to support young people with additional needs.

ABC recording of incidents or new behaviours by the PBS team ensure potential patterns of behaviour which may impact on the education, safety or emotional well being of students are identified early before they become embedded.

The PBS team design and implement interventions in partnership with class teams and parents where relevant focussed on developing the skill set and understanding of specific staff to implement an effective PBS approach

Data relating to incidents and behaviour indicate that early interventions for class teams and individual staff have reduced the frequency and intensity of behaviours of identified students and positively impacted on the emotional well being of these students.

The PBS team provides support to parents experiencing challenges at home producing resources to support parents to approach behaviour management at home proactively. They work closely with CAMHS and social services to provide an effective holistic approach to behaviour support.

PBS champions provided targeted support for class teams working with students with complex sensory and emotional profiles to model a PBS approach and develop skills and resilience.

PBS champions lead debriefs after incidents and also lead whole school training on the PBS approach.

As a result data indicates that when PBS interventions and support occur incidents relating to identified students decrease.

CAMHS referrals supported by the PBS team have a high success level.

Data collected on behaviour incidents indicates that incidents of behaviours of concern are comparatively low considering the complexity of our cohort and the need for restraint is rare.

All staff receive regular PROACT SCIPr training and PBS training by school trained staff is included in the induction program for all new permanent staff and long term agency staff. This ensures that staff feel confident when working with students in crisis.

Externally provided programmes

We also provide bespoke relevant in-house interventions due to the nature of the additional needs in our school.

Programme	Provider
PBS Champions: Mentoring	Ambitious About Autism
Proact Scipr Training	Loddon School

Service students premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service students premium allocation was spent last academic year
N/A
The impact of that spending on service students premium eligible students
N/A