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	16 %
Academic year/years that our current students premium strategy plan covers	2026 -2027
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	N. Johnson
Pupil premium lead	N. Chance
Governor / Trustee lead	Len Moon

Funding overview

Detail	Amount
Students premium funding allocation this academic year	£ 22,440
Recovery Premium Funding this academic year	N/A
Students premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 15, 454
Total budget for this academic year	£ 37,894

Part A: Students premium strategy plan

Statement of intent

Pield 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	New staff undergo a rigorous induction process to ensure they can meet the emotional and educational needs of complex learners
2	To support student’s development toward independence and life skills
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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources and training to ensure all new staff undergo a rigorous induction that provides them with the skills and knowledge to teach complex learners effectively	A robust induction process within a Special Educational Needs (SEN) setting is essential for ensuring that new staff feel welcomed, supported and confident in their roles. It provides a clear understanding of the setting's policies, procedures, safeguarding responsibilities and the individual needs of pupils, enabling staff to deliver consistent, high-quality care and education. A well-structured induction also promotes positive relationships, effective teamwork and a shared understanding of the setting's values and expectations. By	1/2

	providing appropriate training, guidance and ongoing support, it helps staff develop the skills and confidence needed to meet the diverse and complex needs of learners, ultimately improving pupil outcomes, staff wellbeing and retention.	
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. Benefits of this approach for learners with Special Educational needs include: 1.Improved Reading Accuracy. 2.Boosts Early Literacy Skills. 4.Increases Spelling Ability. 5.Supports Struggling Readers. 6.Confidence Building.	1/2
Resources and training to ensure all students follow a maths mastery approach to all aspects of mathematics through access to White Rose Maths.	The maths mastery approach is a teaching method that focuses on developing a deep, long-term, secure understanding of mathematics. It develops deep conceptual understanding, encourages fluency through practice and breaks learning down into small steps Benefits of this approach for learners with Special Educational needs include: 1.This approach helps build strong foundational knowledge and reduces reliance on rote memorization. 2.The level of structure supports learners who need more time or repetition to grasp new ideas gradually. 3.Students benefit from multisensory learning; manipulatives and visual supports make abstract ideas more meaningful. 4.Structured mathematical discussion helps develop language and reasoning skills. 5.This approach encourages inclusion, peer support, and confidence.	2/3/4

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 A.A.C. encourages independence in nonverbal learners, empowers autonomy, encourages engagement and development of social skills. It provides a total communication approach that can increase communication skills for students across all settings and skills developed can be utilised into adulthood.	1/2/3/4

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

Budgeted cost: £ *7,894*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Installing permanent environmental symbol boards in key areas of the school.	Environmental symbol boards help students with Special Educational Needs (S.E.N.) by making communication, understanding, and independence easier in their daily environment. Benefits of this implementation for learners at Pield Heath House School include: 1. Support Communication 2. Aid Understanding and Routine 3. Encourage Independence 4. Enhance Inclusion. 5. Reinforce Learning	1/2/3/4
Whole school student wellbeing enrichment activities e.g. music/ drama workshops and trips	Cultural enrichment activities can have a very positive impact on students with Special Educational Needs (S.E.N.). These activities — such as art, music, drama, dance, cultural festivals, museum visits, or multicultural events — provide alternative ways of learning and expressing understanding beyond traditional classroom methods. Benefits of this approach for learners at Pield Heath House School: 1.Improved Communication and Expression 2.Social and Emotional Development 3.Enhanced Engagement and Motivation 4.Increased Cultural Awareness and Identity	2/4

	5.Development of Key Life Skills 6. Support for Multi-Sensory Learning .	

Total budgeted cost: £ Part B: Review of the previous academic year

Outcomes for disadvantaged students

Pupil Premium Impact – September 2025-2026

1. **Teaching.**
   - **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.**

The phonics intervention tutor and the English specialist teacher attended Read Write Ind reading intervention training

Two support days were booked with Read Write Inc to assess progress and suggest next steps.
A HLTA was recruited to lead one to one intervention sessions and pupil premium grant has been utilised to fund one day training on leading intervention sessions provided by Read Write Inc.
Regular booster staff training sessions continue to be led by Charmaine Fullerton.
Training has been given to pathway one staff to introduce Read Write Inc to identified students within pathway one.

Key Data indicates that 77% students on the read write Inc Scheme have maintained their levels or made progress during Summer 2026
Some students have made up to 5 levels of improvement over the last two term- this is exceptional progress.
Across the school there is 113% increase in the phonic sound's students can use functionally.

- **Resources and training to ensure all students follow a maths mastery approach to all aspects of mathematics through access to White Rose Maths.**

Key specialist Maths teachers have accessed Maths mastery Training through external providers.

Whole school training has been provided via an external provider.

Additional tangible resources have been purchased to further support a maths mastery approach in Pathway one.

The impact across school has been an increased use of practical learning using a maths mastery approach and a greater confidence from teachers and SSA' s to deliver this approach.

Key specialist Maths teachers have accessed Maths mastery Training through external providers.

Whole school training has been provided via an external provider.

Additional tangible resources have been purchased to further support a maths mastery approach in Pathway one.

As a result, 74% of students made good or better progress towards their maths Short term outcomes during the academic year 2025-2026 which is an increase 18% on the previous academic year.

- **Resources and training necessary to introducing specialist hydro therapy strategies with pathway one students.**

The lead for P.E. has attended two training courses relating to Hydrotherapy approaches with SLD learners. As a result, long term planning for P1 swimming has been updated to include more specialist approaches**.** Sensory equipment that can be used in the water has been purchased to improve confidence and engagement within our pathway one learners during hydrotherapy and to decrease anxiety related to sensory overload related to the acoustics associated with swimming pools.

2. **Targeted academic support**

- **Targeted 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 positive 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.

- **Targeted support from a therapist assistant.**

With training from the school's therapy team, the therapy assistant was able to provide targeted support for students with O.T. needs.
They have supported therapeutic intervention sessions and produced resources to strengthen the universal communication provision for students with emergent communication skills
This in turn has strengthened universal therapy provision across the school and increased the capacity of both the Speech and language therapy team and the Occupational Therapist.

- **Technology is sourced, resources produced, and training provided by SaLT to ensure all identified students access appropriate A.A.C. effectively in all settings.**

Staff training has been delivered in the use of High and Mid tec Augmented and Additional communication and Go Talk Mid Tech devices which have speech output for a grid of symbols has been successfully trialled with four students with significant impact on their spontaneous communication skills

3. **Wider strategies**
    - **Whole school student wellbeing enrichment activities e.g. music/ drama workshops and trips.**

The school has led a range of enrichment days during the academic year 2024-2025. These include Maths Day, Black History Month celebrations, trips to the theatre linked to literacy, Mental Health Day, Easter Extravaganza and World Book Day.
These have allowed students with a range of complex learning needs to engage in hands-on educational activities, in an inclusive environment, with a multisensory approach focusing on real world connections.
It has increased their access to cultural learning and provided valuable opportunities for social and emotional growth for all students.

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)

For schools that receive this funding, you may wish to provide the following information: **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