

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	93
Proportion (%) of students premium eligible students	23.25 %
Academic year/years that our current students premium strategy plan covers	2025 -2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£ 21,295
Recovery Premium Funding this academic year	N/A
Students premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 28,254
Total budget for this academic year	£ 49,549

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	Cognition and Learning challenges of all students in relation to Literacy and Numeracy
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: £ 9,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1/2

	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.	
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 necessary to introducing specialist hydro therapy strategies with pathway one students.	Hydrotherapy (also called aquatic therapy) can be highly beneficial for students with severe learning difficulties (SLD) — both physically and emotionally. Key benefits include: 1. Physical Benefits 2. Cognitive and Sensory Benefits 3. Social and Emotional Benefits 4. Educational and Functional Benefits 5. Overall Wellbeing	2/3/4

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

Budgeted cost: £ 27,000

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
Targeted support from a therapist assistant.	Key advantages of having a therapist assistant at Pield Heath House School: 1. Increased Support for Students. 2. Better Collaboration with Teaching Staff	2/3/4

	3. Efficient Use of Therapists' Time 4. Enhanced Communication and Consistency 5. Positive Impact on Student Outcomes 6. Professional Growth and School Development	
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: £13,000

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 Field 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
PBS Team and Thrive Practitioner to support families through targeted intervention as a result of MDT planning	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.	2/3/4/5
Whole school student wellbeing enrichment activities e.g. music/	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,	2/4

drama workshops and trips	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 5.Development of Key Life Skills 6. Support for Multi-Sensory Learning	
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Total budgeted cost: £ 49,549

Part B: Review of the previous academic year

Outcomes for disadvantaged students

Pupil Premium Impact – September 2024-2025

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.**

Whole school training on the use of Read Write Inc reading books was delivered in January 2025.

The school additionally purchased an e platform of Read write Inc books and online phonics development activities.

As a result, non-literacy teachers are showing a greater confidence and skills set when delivering Read Write Inc booster sessions during tutor time.

Students can work with higher levels of independence and engagement using the E book platform to develop their phonics understanding at individual levels.

Parents can work with their young person at home using the Read Write Inc E platform.

Data indicates that during academic year 2024-2025 the majority of students accessing the Read Write Inc approach made good or outstanding progress and all students made measurable progress.

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

Maths mastery boxes have been disseminated to all Pathway One and Pathway Two classes to ensure both pathways have access to key tangible maths resources necessary to deliver a maths mastery approach.

Resources in all Pathway one classes have been audited and where relevant resources have been sourced to ensure all students have key tangible resources to learn early maths concepts using a maths mastery approach.

Whole school Training was delivered in January on a maths mastery approach.

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.

2. Targeted academic support

- **The development of class O.T. and SaLT strategies which permeate Teaching and Learning**

The Alert emotional regulation approach has been introduced into all pathway two classes. This allows students to identify their own sensory needs and identify the strategies they need to put into place to maintain an optimum baseline for learning to occur. This is a therapy program with well researched life-long benefits for students.

The OT. Therapist has produced resources to support key therapy initiatives and has implemented targeted provision to students under the guidance of a therapist.

- **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.

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

Training was provided on the format and use of subject specific core boards.

A universal booklet of key core boards has been designed by the SaLT department and disseminated to all classrooms. This allows easy access to core symbols for all students in all settings across the school.

High technology A.A.C. has been trialled with targeted students and staff working with targeted students have received training.

- **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.**

Resources for functional skills boxes for each classroom have been sourced and disseminated. These boxes are individualised according to the abilities of students within each class. Guidance on use has also been delivered. Whole school training has also been delivered on the development of functional skills using backward and forward chaining.

3. Wider strategies

- **Positive Behaviour Support (P.B.S.) Training and Intervention**

The school has two P.B.S. trainers and four P.B.S. 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.

Two Proact Scipr Specialist Refresher Training courses took place this academic year as well as whole school input, ensuring that staff are confident with the practical and theoretical aspects of this approach.

- **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, Science Day, Black History Month celebrations, No Pens 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
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Service students premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service students premium eligible students
N/A