Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year funding 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	The Pines School
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Wayne Tulloch
Pupil premium lead	Clare McCormick
Governor / Trustee lead	Jonny Killen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,942
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,046
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	£ 189,988

Part A: Pupil premium strategy plan

Statement of intent

By following the key principles below, we believe that we can maximise the impact of our Pupil Premium spending

- Ensure that teaching and learning opportunities meet the needs of all pupils
- Pupil Premium funding is used to make a difference to the learning and progress of our vulnerable and disadvantaged pupils both academically and socially
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving funding will be in receipt of all Pupil Premium interventions at one time.
- All teaching and support staff are involved in the analysis of data and identification of pupils
- Enable parents and carers to be active participants in their child's education
- Supporting pupils to attend school regularly

Challenges

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

Challenge number	Detail of challenge
1	All of our pupils' experience delayed communication and social interactions linked to their diagnosis of Autism. We need to develop consistently high-quality teaching of communication therefore developing pupils' ability to communicate. Our students often struggle to regulate their own sensory/emotional inputs, this can lead to emotional and behavioural challenges both in and out of school. Students should be given the skills and strategies to regulate their own sensory needs in order that they can implement these in an out of school. As our students become more complex in their profiles, we need to consider new and more personalised approaches to listen to their voices and to enable them to express their needs.
2	Students have specific academic needs related to core skills in Literacy, Numeracy and Communication which affect their ability to access and engage with learning in a school/group setting, and their ability to access the wider school curriculum.

3	Poor resilience and emotional well-being contribute to low aspirations. Pupils have limited experiences beyond their home life and immediate community, with factors of COVID restrictions, implications and consequence on mental health and well-being. We need to ensure that students are given rich and purposeful experiences beyond the classroom to enable application of real-life skills.
4	We need to continue to deliver effective family and behaviour support. Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
5	Attendance data shows that the overall absence for dis-advantaged pupils was significantly less than non-disadvantaged pupils.

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
Improved social, emotional and mental health. Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families an improvement in identified children's emotional wellbeing and involvement.
Improved speech, language and communication, including sensory integration.	Through achievement of EHC plan termly outcomes. Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. Pupils sensory and emotional needs are better regulated.
Improved behaviour at home and enhanced parenting skills	Greater parental engagement with targeted families; positive communication; better outcomes for children and families; reduction in negative behaviours. The number of families accessing early help increases.
Students will have access to a broad range of curriculum enrichment activities which de-	All disadvantaged pupils will have the opportunity to engage in enrichment opportunities and activities.

velop independence, social and communication skills, and provide a range of life experiences.	
Pupil premium pupils attendance data is in line with non-pupil premium counterparts	Analysis of attendance data shows a reducing gap in persistent absence between pupil premium and non- pupil premium pupils.

Activity in this academic year

This details how we intend to spend our pupil premium **2025, 2026** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 43, 588

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for support staff	CPD provided such that identified staff have the training to address individual students' unique barriers to learning/ specific learning disabilities, facilitating curriculum access/ engagement.	1, 2, 5
TLR post(time out of class) communication and literacy to ensure teaching is effective by providing support to teachers through CPD and personalised coaching	EEF Improving Literacy at Secondary Schools EEF Improving Literacy in KS1 & KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1, 2, 5

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

Budgeted cost: £ *58,450*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of 1:1 TA to deliver phonic programme	EEF Making the best use of Teaching Assistants https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistant	1, 2, 5

SALT	All pupils in our school have SALT/Communication needs specifically identified as part of their EHCP. The Communication Trust worked with Better Communication research programme to develop the what works database of evidenced interventions to support pupils' speech, language and communication https://speechandlanguage.org.uk/	1, 2, 5

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

Budgeted cost: £87,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory differences.	Research evidence to date supports the effectiveness of occupational therapy in a school setting. The World Federation of Occupational Therapists (2016) state that OTs should be included in education in order to support and promote full participation and wellbeing of diverse students by supporting their strengths and finding solutions to reduce or remove learning activity limitations and participation restrictions.	1, 2, 3
Music therapy, targeted individual support (referral basis)	"Play and music therapy helps pupils in a variety of ways. Children receive emotional support and can learn to understand more about their own feelings and thoughts. Sometimes they may re-enact or play out traumatic or difficult life experiences in order to make sense of their past and cope better with their future. Children may also learn to manage relationships and conflicts in more appropriate ways."	1, 2, 3
Supporting parental engagement in their children's learning.	There is significant research, nationally and internationally, to suggest that parental involvement in children's learning is positively related to achievement – National College for School Leadership How to involve hard to reach parents: encouraging meaningful parental involvement with schools (publishing.service.gov.uk)	1, 4, 5
Monitor the attendance of	DfE guidance https://www.gov.uk/government/publications/working	1, 2, 3, 4, 5

disadvantaged pupils regularly taking swift action to reduce barriers to attendance	-together-to-improve-school-attendance reports that schools are expected to build strong relationships and work jointly with families, listening and understanding barriers to attendance and work in partnership with families to remove them.	
Residential trips	Pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Evidenced through observation of pupils	3, 4
Magic breakfast	In November 2016, the Education Endowment Foundation (EEF) published an independent evaluation of school breakfast clubs, which found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools	1, 2
Hen project	Access to performing and watching theatre/musical performances enhances pupils' communication social development	2, 3,
Forest school equipment	All Pupils are able to access forest school at all times of the year to suitable clothing. https://cdn.forestresearch.gov.uk/2022/02/forestschoolphase2reportappendices.pdf	2, 3
Targeted interventions to support social and emotional regulation	The EEF improving behaviour in schools report (recommendation 5) refers to the use of a targeted approach to meet the needs on individual pupils. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	1, 2, 4, 5

Total budgeted cost: £ 189,988

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Progress for pupils is measured via Solar, communication profiles, EHCP reviews and inhouse tracking.

Music therapy sessions are individual and stay on caseload until therapy no longer required. EHCP and end of year reports show progress made toward therapeutic aims.

Speech and language team provide universal, targeted and specialist level support. This has provided staff training and communication environment audits. In-class enabling sessions with staff and parent webinars. SALT work with a small number of students on tailored communication programmes of support. Progress is demonstrated using emerging outcomes data.

Occupational therapy provides a tiered approach. The whole school benefit from universal offering of advice on the environment and access to equipment alongside targeted input for individual pupils. As part of the universal offering Occupational Therapy has jointly delivered training in the last 12 months with the wider multi-disciplinary team, which has included half day all staff neurodiversity affirming approaches with SaLT last academic year and Joint training for teachers with paediatrician on Pica and joint training with Music Therapist on drumming for development and regulation for teachers.

Mental health support has delivered 1:1 and group interventions such as drawing/talking\sand therapy. Evidence shows an in improvement in attendance and better emotional wellbeing following targeted intervention.

All pupils have an opportunity for breakfast each morning.

Hippodrome education network has given all pupils an opportunity to explore the arts through a visit the Hippodrome theatre or an art facilitator attending school to leading drama activities.

Monthly parent meetings led by the home/school team with information from external agencies and therapeutic support. 1:1 support for identified families.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.