

Pupil premium example statement (special)

The pupil premium statement below is an example, created for a fictitious special school. Its purpose is to help you populate the [DfE pupil premium strategy statement template](#). All schools that receive pupil premium (and recovery premium) are required to complete and publish a statement on their school website by 31 December each year, using the above template.

Before completing the template, read the Education Endowment Foundation's (EEF's) suite of resources on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement
- The volume and type of activity that you spend your funding on
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement)
- The targets you should set, or the outcomes to be achieved. For the purposes of this example 'X' and 'X – Y' (for a range) have been used in place of specific figures and the Outcomes section demonstrates the type of information to include, without giving specific details.

Referring to evidence

As per the pupil premium (and recovery premium) conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the EEF, as the What Works Centre for educational achievement, but you can also draw on additional sources of evidence to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

Funding allocation and pupil eligibility figures

Where you are required to enter the amount of pupil premium funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when allocations for the following financial year are published.

Where you are required to state the percentage of pupils eligible for pupil premium, you should provide the figure you have at the time you complete your statement.

Pupil premium strategy statement – Coppice School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	<i>Natalie Swearman, Headteacher</i>
Pupil premium lead	<i>Tracey Conlon, Deputy Headteacher</i>
Governor / Trustee lead	<i>Natalie Swearman, lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,250
Recovery premium funding allocation this academic year	£19,750
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£108,000

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	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 affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies.

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 attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the percentage of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between</p>

	disadvantaged pupils and their peers from X% to no more than X%.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers from X% to no more than X% by the end of our strategy in 2024/25.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
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.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils can access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same proportions as their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£54,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a maths Teaching and Learning Responsibility lead, to develop and improve maths teaching across the school in line with DfE guidance. The lead will engage with our local research school and maths hub to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance: key stages 1 and 2 Teaching mathematics at key stage 3	1

develop the quality of maths teaching through CPD.		
CPD for teaching staff on developing pupils' mental models.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub	1
Purchase of an additional half day per week of Speech and Language Therapist (SALT) time, and two further hours of Higher Level Teaching Assistant time.	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists: What works database	2, 3

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

Budgeted cost: **£28,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic, a significant proportion of whom will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 6
Additional hours for ICT technician to help some of our disadvantaged cohort who need further support in using technology.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF	1, 2, 3

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

Budgeted cost: **£25,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education in line with DfE's National Plan for Music Education: The power of music to change lives - A National Plan for Music Education	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	4
Public transport training for Year 9 - 11 pupils. Involves CPD and release time for staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Travel to school for children of compulsory age - Department for Education	5

Total budgeted cost: £108,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that *[school would provide an overview of conclusions drawn from this analysis, including from progress and attainment measures, once published, and reference to the EBacc entry rate for secondary pupils.]*

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates that *[school would provide an overview of conclusions drawn from this analysis]*

Based on all the information above, the performance of our disadvantaged pupils *[exceeded/met/did not meet]* expectations, and we are at present *[on course/not on course]* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that *[school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year].*

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

The social and emotional needs of our service children's families were such that we initiated a weekly coffee morning for their parents with our school counsellor.

The impact of that spending on service pupil premium eligible pupils

This provided support for managing the emotional needs of the children and, over time during the year, the pupils became more settled in class and more focused on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.