

Pupil premium strategy statement – Highbury 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 (2025-2026) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	151 (when allocated)
Proportion (%) of pupil premium eligible pupils	37.8
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 – 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Debbie Sweet
Pupil premium lead	Debbie Sweet
Governor / Trustee lead	Stuart Henbest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,355
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£86,355
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

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 who face additional challenges in addition to their disabilities in relation to their social opportunities and wider enrichment.

Our aim is to ensure that children in receipt of pupil premium do as well as their peers in terms of academic attainment and development of cultural capital.

At the heart of our approach is high-quality teaching focussed on areas that 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.

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 the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Individual Special Educational Needs of pupils
2	Access to specialist support for children with sensory processing/integration difficulties
3	Emotional well-being, behavioural and mental health needs of the pupils
4	Continuing impact of missed face to face learning during Covid-19 restrictions
5	Communication and regulation needs with both peers and adults

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
Pupils will continue to demonstrate an increased engagement with learning by accessing a personalised curriculum.	By 2025/6 Pupil attainment will show that all pupils are within the expected range in terms of meeting set targets, and making at least expected progress towards their EHCP ¹ outcomes
Development of co-regulation and self-regulation skills and strategies will support improved regulation of emotions both in class and in school leading to effective behaviour for learning	By 2025/6 behaviour monitoring within school and CPOMS ² monitoring for incidents at home will evidence a decrease in serious incidents and an increase in engagement by parents with support offered by the school. Qualitative evidence will demonstrate greater staff understanding and analysis that further informs approaches.
To demonstrate children's increased communication skills with both adults and peers	By 2025/6 this increase will be demonstrated in staff observations, summative assessment and progression for EHCP outcomes. Use of low and high tech AAC will be seen in practice.

¹ Education Health and Care Plan

² School safeguarding software

<p>Increased availability of extra-curricular activities that support learning as well as emotional well being</p>	<p>By 2025/6 all children who receive PP will be part of the school's wider enrichment offer, supported to attend an activity that is designed to promote their engagement and interest in activities outside of school that support their physical, cognitive and emotional development whilst enhancing their cultural capital</p> <p>Feedback from home will indicate that broader experiences are successful in supporting families to replicate them outside of school (where possible) and therefore increase children's opportunities for sport and enrichment.</p> <p>In school, we will observe that children's climbing behaviours are reduced where previously they have been problematic and inappropriate.</p> <p>Staff will observe that children experience and can convey a sense of pride in their achievements. Through pupil voice we will capture the children's sense of achievement and impact on their emotional well being</p> <p>*Some of these sessions are funded through an additional grant but the school need to add to the funding received</p>
<p>Music sessions will provide an opportunity for 'talent spotting' and will provide a vehicle for engagement and communication with children who are hard to reach.</p> <p>Music specialist working with highlighted children once a week both 1:1 and group sessions working on holistic approaches to teaching, with focus on communication, understanding, emotions, movement and memory</p>	<p>By 2025/6 all children across school who are in receipt of pupil premium (and who are appropriate to engage), funding will have accessed music tuition from a specialist music teacher.</p> <p>Children will demonstrate engagement and enjoyment in music lessons.</p> <p>Some children will develop skills with identified instruments which can continue outside of school.</p> <p>Engagement of children who are autistic and harder to reach will be improved through access to music.</p>
<p>Increased support for PP students to improve attainment</p>	<p>By 2025/6 there will be specialist support staff in key roles across school to support children's attainment. This will include the embedding of current roles such as the positive behaviour support assistants, intervenors, PE lead, phonics champions, continuous provision (CP) champions</p>

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.

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

Budgeted cost: £51,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication and sensory specialist employed by the school. Highlighted children to have communication intervention or sensory diets in place for staff team to complete while being overseen by the communication lead £33k	The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)	1,2,5
Multi-Disciplinary Team (MDT) approach for children with complex behavioural and SEMH needs. £18.5k	Social, emotional and mental health (SEMH) needs to be met in order to reduce barriers to learning What are SEMH needs? - SEMH Barriers to Learning Engaging a speech and language therapist and sensory integration occupational therapist, as well as a full-time lead practitioner for behaviour. These specialists will work with the Deputy Head and Behaviour Lead, play therapist, family liaison office and lead practitioner for communication to create a holistic and collaborative approach to pupil needs.	1,2

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

Budgeted cost: £58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer - to support families to improve wellbeing at home, access to services and support out of school and attendance £20k	Positive relationships and strong collaboration between home and school are crucial. <u>Supporting SEND - GOV.UK (www.gov.uk)</u>	1,3
Play therapist working with identified children and families to support behaviour and wellbeing and as part of the COVID-19 recovery support £14k	Children with complex additional needs do not have access to a structured and impactful therapeutic service and traditional talk therapy approaches are neither appropriate nor successful. This lack of appropriate therapeutic intervention means that too often children's mental health needs can be ignored, and the focus remains on their learning difficulties. Many of the children at school experience trauma and need to be supported via an approach that is child-centred and holistic, involving upskilling parents and families. <u>https://senmagazine.co.uk/content/activities/play/1762/it-s-not-about-talking/</u>	1, 2, 3, 4, 5
Music specialist working with selected children once a week plus group sessions with classes to support music provision across the school. £10k	Music is compulsory in the national curriculum for all primary pupils. The principles of cognitive load, components and clarity of instruction are particularly important for planning the learning of pupils with special educational needs and/or disabilities (SEND). <u>Research review series: music - GOV.UK (www.gov.uk)</u>	1, 2, 3, 5
Lead Practitioner for Physical Therapies - to integrate physiotherapy, moving and handling and multi-sensory impairment intervenor role and streamline the delivery of physiotherapy £7k	The school identified that affected pupils were significantly negatively affected by lockdown and the lack of regular access to physiotherapy. The commissioned service delivering in school is restricted to half a day a week.	1, 2
Targeted therapeutic support through the provision of horse therapy	Equine-assisted psychotherapy incorporates horses into the therapeutic process. Children engage in activities such as grooming,	1,3

£1.5k	feeding, and leading a horse while being supervised by a mental health professional. Goals of this form of therapy including helping children develop skills such as emotional regulation, self-confidence, and responsibility.	
Development of a dedicated space to support the delivery of and access to sensory integration activities and approaches. £6k	Due to expansion into the upstairs building, a classroom has been developed as a dedicated sensory integration space. With the support of the SIOT, the space is planned to offer a bespoke environment where children who are working towards sensory integration objectives can access specialist equipment which will support the development of their sensory integration. This leads to improved regulation and focus which will impact on progress. The space continues to be evaluated and added to in response to changing needs.	1,2,3,5

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement of a play therapist to support teaching staff continuing professional development £11k	Play improves the cognitive, physical, social, and emotional well-being of children and young people. Through play, children learn about the world and themselves. They also learn skills they need for study, work and relationships such as confidence. The adult's role in supporting the development of play skills in children at Highbury is crucial. https://www.tulsaeducare.org/wp-content/uploads/2012/01/Educare-Content-G-Articles-Importance-of-Play-Article.pdf	3
Monthly clinical supervision for teachers on a referral basis to support people management and communication/interpersonal skills £4.5k	Department for Education (DfE) commissioned research supports the provision of support, mentoring and training to support the well-being and development of staff. School and college staff wellbeing: evidence from England, the UK and comparable sectors (publishing.service.gov.uk)	3

<p>Curiosity Programme Training in the early development of engagement and communication skills for children working at a developmental age of 2.5 years or below</p>	<p>The curiosity programme is an essential pre-requisite programme designed to develop attention and communication skills in children working at the early stages of attention. It aligns with the principles of the engagement scales as detailed in the Rochford Review <u>The Rochford Review: final report (publishing.service.gov.uk)</u></p>	<p>1, 3, 5</p>
<p>PRICE Behaviour support training (including cost of 'training the trainer' & expenses/backfill) £8k</p>	<p>With a knowledge base rooted in Positive Behaviour Support and trauma informed practice, the PRICE approach provides a human rights and person-centred framework that recognises the importance of promoting dignity, choice and inclusion for those being supported. Coupled with a range of primary, secondary and tertiary strategies, PRICE Training equips delegates to make sense of behaviour and respond positively to reduce the use of restraint Keeping children safe in education 2025 emphasises the additional vulnerability of children with SEND and the need for schools to consider risk associated with those children. By having our own staff who are trained to deliver behaviour support training, we will be able to fully fulfil this duty and ensure that the training is linked directly to the school's behaviour and well-being policy and reflects the needs of children within the school <u>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</u></p>	<p>1, 3, 4, 5</p>
<p>Embedding Sign Supported English for all staff</p>	<p>Education Endowment Fund research shows more communication support is required for children following the COVID-19 pandemic <u>Lockdowns hurt child speech and language skills - report - BBC News</u> Sign Supported English is used as part of a total communication approach (where a combination of methods is used, eg a person might receive information via speech and signs but express themselves using signs and symbols). <u>Why use signing within early years settings? (speechandlanguage.org.uk)</u></p>	<p>5</p>

<p>Retention and staff support initiatives to reduce turnover and staff absence: A staff wellbeing programme providing rapid access to services such as GP appointments, physiotherapy and counselling.</p>	<p>Fostering resilience and mindfulness, promoting healthy and active lifestyles and ensuring a positive environment, including signposting to other resources were seen as key in the wellbeing report published by DfE in 2019.</p> <p><u>School and college staff wellbeing: evidence from England, the UK and comparable sectors (publishing.service.gov.uk)</u></p> <p>More than one in ten (12%) people with mental health problems are stuck on waiting lists for over a year before receiving talking treatments and over half (54%) wait over three months.</p> <p><u>People with mental health problems still waiting over a year for talking treatments - Mind</u></p> <p>Patients referred for physiotherapy are waiting an average of 45 days for routine and 18 days for urgent appointments.</p> <p><u>Patients waiting up to four months to see a physiotherapist in England Equipsmc</u></p>	<p>1, 3</p>
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Total budgeted cost: £133,500

To carry over/left to spend: £0

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Setting outcomes for pupils with SEND is complex and best practice dictates that this must be done on an individual basis and rooted in understanding and knowledge of each child in order to be able to best describe what progress means for them.

All children at Highbury have EHCPs and each child has agreed outcomes within their plan. Progress towards these outcomes is tracked carefully by each teacher on a termly basis and children's progress toward outcomes is tracked on their internal case studies and then shared formally with families as part of the annual review of the EHC.

EHC outcomes are deliberately holistic and include outcomes designed to support children's readiness for the next phase of their life. This is especially important for children who are in receipt of PP. Actions that are needed above the typical school offer in order to address any disadvantage are recorded and subsequently tracked on case studies

In addition to their EHC outcomes children at Highbury are assessed and tracked against the engagement scales (for children working on early curriculum skills) and progression steps (for children working on subject specific programmes of study).

It is important to note that target setting for pupils with complex needs is a challenging process as all children have spiky profiles and do not follow predictable or linear progress. For this reason, targets are based on teacher knowledge of the children and what teachers consider to be realistic, yet ambitious targets. Targets are also based on prior rates of progress. Generally, the school sets median quartile targets for all children. By exception, some children may be set upper or lower quartile targets. The reasoning behind this is always reviewed as part of target setting meetings which take place at the end of the autumn term.

In reviewing progress, the summative data only offers part of the picture. Each child's progress journey is mapped on their individual case studies and the qualitative information contained in those case studies gives invaluable insight into progress and additional barriers to progress. In addition, EHCP outcomes are tracked at three points in the year and reported to families on an annual basis.

Whilst there is a requirement to comment on the progress of children in receipt of pupil premium funding it is important to note that due to the nature of needs, the most significant indicator of needs at Highbury school is the complexity and range of individual pupil need. The curriculum and teaching approaches at Highbury mean that every child has access to a highly personalised curriculum and this is designed to support individual need.

Filtering the data to analyse the progress of pupils who receive pupil premium demonstrates that overall children make at least as good progress as their peers.

Further detail regarding individual pupil progress for children receiving pupil premium can be found in pupil case studies and EHCP review reports.