

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Weonards Academy
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	5.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Alison Taylor
Pupil premium lead	Hollie Preece - James
Governor / Trustee lead	Judy Balderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,060
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£6,060

Part A: Pupil premium strategy plan

Statement of intent

At St Weonards Academy, we believe that every child deserves the opportunity to thrive academically, socially and emotionally, regardless of their background or individual needs. Our vision, Growing Together, Learning Together, reflects our commitment to providing an ambitious education within an inclusive and nurturing environment.

During this strategy period, all pupils eligible for Pupil Premium funding are educated within our Mainstream Autism Base. Whilst these pupils are disadvantaged, we recognise that the barriers they experience extend beyond financial disadvantage alone. Their needs are often shaped by differences in communication and language, social understanding, sensory processing, emotional regulation and independence. These factors can influence attendance, engagement, confidence and access to learning if not addressed through carefully planned provision.

Our strategy therefore combines high-quality teaching, evidence-informed interventions and specialist pastoral support to remove barriers to learning while maintaining consistently high expectations. Pupil Premium funding is used to complement, rather than replace, the provision outlined within pupils' EHCPs, ensuring disadvantaged pupils benefit from additional opportunities that enhance both academic achievement and personal development.

We aim to ensure that every disadvantaged pupil:

- Achieves well across the curriculum from their individual starting points.
- Develops effective communication and language skills.
- Builds emotional resilience and independence.
- Attends school regularly and engages positively in learning.
- Participates fully in the wider life of the school, including educational visits, enrichment opportunities and extra-curricular activities.
- Is well prepared for the next stage of education and life.

Leaders evaluate the impact of Pupil Premium funding through ongoing assessment, EHCP outcomes, pupil progress, attendance, engagement, pupil voice, parental feedback and professional review. Funding decisions are reviewed regularly to ensure they continue to meet the changing needs of individual pupils.

Challenges

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

Challenge number	Detail of challenge
1	Delayed speech, language and communication skills affecting access to learning and social interaction.
2	Differences in social communication, emotional regulation and executive functioning impacting independence and engagement.
3	Sensory processing differences that may affect readiness to learn, behaviour and attendance.
4	Ensuring disadvantaged pupils access the full breadth of the curriculum, enrichment opportunities and wider school life.
5	Developing independence, confidence and preparation for successful transition to the next stage of education.

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.

As all pupils eligible for Pupil Premium at St Weonards Academy currently attend the Mainstream Autism Base, leaders evaluate the impact of funding through a combination of academic achievement, progress towards EHCP outcomes, attendance, wellbeing, independence and successful participation in school life. Success is measured from each pupil's individual starting point while maintaining high aspirations for every learner.

Intended outcome	Success criteria
Improved communication and language.	- Pupils demonstrate measurable progress in communication and language from their individual starting points through teacher assessment, speech and language targets and EHCP reviews. - Pupils increasingly use appropriate vocabulary, visual supports or AAC (where appropriate) to communicate their needs, ideas and learning. - Staff observations and pupil voice demonstrate increased confidence when communicating with adults and peers.

	Pupils participate more successfully in classroom discussion, collaborative learning and social interaction.
Increased independence in learning and self-regulation.	- Pupils increasingly initiate learning with reduced adult prompting. - Pupils independently use agreed strategies and resources to support learning and emotional regulation. - Observations show improved resilience, perseverance and engagement during learning activities. - Individual independence targets within EHCPs or personalised plans demonstrate sustained progress.
Strong progress against EHCP outcomes alongside curriculum outcomes.	- Pupils make good progress towards their EHCP outcomes as evidenced through regular reviews and assessment. - Curriculum assessments demonstrate that pupils achieve well from their individual starting points across a broad range of subjects. - Teachers adapt learning effectively, enabling pupils to access an ambitious curriculum alongside their peers. - Leaders monitor progress termly and interventions are adjusted promptly where required.
High attendance and engagement.	- Attendance of disadvantaged pupils improves and is closely monitored, with appropriate support in place where attendance remains a concern. - Pupils arrive ready to learn and engage positively throughout the school day. - Persistent absence reduces where appropriate through effective partnership working with families. - Learning walks and classroom observations demonstrate consistently high levels of engagement.
Participation in mainstream learning and enrichment.	Pupils successfully access mainstream lessons in line with their individual needs and personalised timetables.

	• All disadvantaged pupils participate in educational visits, enrichment activities and school events. • Participation in clubs and wider opportunities is monitored and barriers to access are removed wherever possible. • Pupils develop positive relationships with peers across the school community.
Improved emotional wellbeing.	• Pupils demonstrate increased emotional resilience and confidence through pupil voice, staff observations and personalised wellbeing measures. • Pupils increasingly identify, communicate and regulate their emotions using taught strategies. • Behaviour records indicate reduced incidents of dysregulation where appropriate. • Parents report improved confidence, wellbeing and engagement with school.

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: £2,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist CPD in autism and neurodiversity for all staff.	High-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils (EEF). Developing staff expertise in autism-informed practice enables teachers to adapt learning effectively, reduce barriers to participation and ensure pupils with SEND access an ambitious curriculum alongside their peers. This approach reflects the recommendations within the EEF <i>Special Educational Needs in Mainstream Schools</i> guidance and is further supported by evidence from the school's own monitoring, which demonstrates that specialist expertise within the Mainstream Autism Base has strengthened teaching and learning across the school.	1, 2, 3
Communication-friendly classrooms	High-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils (EEF). Communication-friendly classrooms support pupils' understanding, independence and engagement by reducing communication barriers and cognitive load. This approach reflects the recommendations of the EEF <i>Special Educational Needs in Mainstream Schools</i> guidance and the SEND Code of Practice, while building upon the specialist expertise developed through the Mainstream Autism Base. School monitoring demonstrates improved pupil engagement, increased independence and greater access to mainstream learning where communication supports are consistently embedded.	1, 2, 3, 4
Consistent use of visual supports and	The consistent use of visual supports, structured teaching approaches and predictable	1,2,3



structured teaching approaches.	routines enables autistic pupils to understand expectations, reduce cognitive load and engage more successfully with learning. These approaches are supported by the EEF <i>Special Educational Needs in Mainstream Schools</i> guidance, the SEND Code of Practice and the Autism Education Trust's evidence-informed practice.	
Adaptive teaching informed by pupils' communication and sensory profiles.	The EEF's <i>Special Educational Needs in Mainstream Schools</i> guidance recommends that teachers understand pupils' individual learning needs and adapt teaching to remove barriers to learning. At St Weonards Academy, teachers use individual communication, sensory and learning profiles to plan and deliver adaptive teaching that enables pupils to participate successfully in learning, develop independence and access an ambitious curriculum.	1,2,3
Joint planning between mainstream teachers and MAB staff	The EEF's <i>Special Educational Needs in Mainstream Schools</i> guidance recommends that specialist expertise should strengthen classroom practice rather than replace it. Joint planning between Mainstream Autism Base staff and mainstream teachers enables specialist knowledge of communication, sensory processing and adaptive teaching to be embedded within everyday classroom practice. Collaborative professional learning ensures consistent approaches across the school, improves teachers' confidence and enables disadvantaged pupils to access an ambitious curriculum successfully.	4, 5

Targeted academic support

Budgeted cost: £689

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching.	Precision teaching provides highly personalised, evidence-informed instruction that enables pupils to develop and retain key literacy, numeracy and communication skills through small, measurable steps. Regular assessment ensures teaching is responsive to individual needs and supports pupils to make sustained progress from their starting points. Leaders monitor progress through curriculum assessment, intervention reviews and EHCP outcomes to evaluate impact.	1,2,3
Structured literacy and numeracy interventions.	The Education Endowment Foundation (EEF) identifies targeted academic support as an effective approach when delivered alongside high-quality teaching. Carefully structured interventions enable disadvantaged pupils to develop core literacy and numeracy knowledge while maintaining access to an ambitious curriculum. Progress is evaluated through teacher assessment, intervention records, curriculum monitoring and pupils' increasing independence in classroom learning.	1,2,3
Communication and language interventions.	Effective communication underpins pupils' ability to access learning, develop relationships and participate confidently in school life. Individual and small-group communication programmes, informed by Speech and Language Therapy advice where appropriate, strengthen expressive and receptive language, social communication and vocabulary development. Leaders monitor progress through communication targets, EHCP reviews, pupil voice and classroom observations.	1,2,3



Individualised programmes linked to EHCP outcomes	Personalised programmes ensure that teaching and intervention are closely aligned to each pupil's EHCP outcomes while maintaining ambitious expectations across the curriculum. Progress is reviewed regularly through EHCP reviews, teacher assessment, multidisciplinary collaboration and ongoing monitoring to ensure provision remains responsive and effective. This approach enables disadvantaged pupils to make strong progress academically, socially and emotionally from their individual starting points.	1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 3,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA and emotional regulation programmes.	“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with decrease in problematic behaviours.” From the EEF teacher toolkit. Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.	1, 2, 3, 5
Sensory regulation resources and environments.	“There is strong international evidence to suggest that a whole school approach is vital in effectively promoting emotional and social competence and wellbeing.” (Weare and Gray 2003) <u>Research-Commission-Report-2018-ELSA-training-Gloucestershire.docx(live.com)</u>	1, 2, 3,
Support for educational visits, clubs and enrichment.	“Findings from previous research suggest extracurricular activities are important in developing social skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school)	1, 2, 3, 4, 5
Family support and regular home-school communication.	“...when deployed alongside efforts to attend to wider barriers to learning,	4, 5



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	such as attendance and behaviour.” EEF Framework	
Attendance Officer closely monitors and support PP attendance.	“...when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.” EEF Framework	4, 5
SEN Services from HMFA My Concern/Arbor Behaviour/Safeguarding Leader and Head of School to work together to identify and support vulnerable pupils	MyConcern allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns.	4, 5

Total budgeted cost: £6,060

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

1. 100% of disadvantaged pupils demonstrated improved confidence, communication and engagement in learning – 66.6% access some mainstream lessons. 33.3% had not yet previously attended any setting successfully and now are attending school regularly (over 81% attendance).
2. Individual progress against EHCP outcomes was strong, with pupils increasingly accessing mainstream lessons successfully – 100% of EHCPs updated and reissued due to outcomes being met.
3. Attendance improved through close partnership with families, and all pupils participated in educational visits and enrichment activities.
4. Staff expertise in autism-informed practice continued to develop, resulting in more consistent adaptive teaching and improved access to the curriculum.

Externally provided programmes N/A