

Pupil premium strategy statement – [Ashgate Croft School]

This statement details our school's use of pupil 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	127
Proportion (%) of pupil premium eligible pupils	59.84% (no new starters added)
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)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	<i>Jenny Dodds</i> , Headteacher
Pupil premium lead	<i>Chris Dodds</i> , Deputy Headteacher
Governor / Trustee lead	<i>Lisa Whiteley</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,600
Pupil premium funding carried forward from previous years	£14,000
Total budget for this academic year	£100,600

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to help us achieve and sustain positive outcomes for our pupils. Due to the high level of needs of our pupils, we face many challenges in terms of

- Pupils' Specific Needs
- Communication Difficulties
- Self-Esteem and Confidence
- Mental Health and Well-Being
- Behaviour that Challenges
- Independence Skills

Our approach consists of high-quality teaching and focus areas that our pupils require the most such as Independent Living Skills and Communication. By providing a narrow and focussed curriculum across the school which is divided into pathways to suit the needs of all our pupils, this enables our pupils to access a meaningful curriculum.

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.

We will also offer our pupils positive play to support their development well-being and mental health needs.

Throughout, pupils will have their voice heard and receive communication support in a variety of ways to meet the individual needs. We will also have access to the OT in order to support pupils' specific needs.

Our strategy will be driven by the needs and strengths of each individual pupil, based on both formal and informal assessments. This will ensure that we are providing relevant skills and opportunities throughout to apply these and 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	Pupils' specific SEN needs outlined in their EHCP.
2	Pupils' communication difficulties in both expressive and receptive.
3	Specific issues related to pupils' diagnosis (e.g. sensory processing/physical difficulties).
4	Pupils' self-esteem/self-confidence.
5	Pupils' mental health and well-being.

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 to make progress in their learning including attention and focus.	Pupils to show progress with no obvious gap between the achievement of PP and non PP pupils. Pupils to progress through their pathway and work towards achieving outcomes from their EHCP.
Pupils to make progress with their communication skills.	Pupils to show progress with no obvious gap between the achievement of PP and non PP pupils. Pupils to be able to communicate effectively with peers and adults by their preferred method (Device, Makaton, communication boards etc.)
Pupils to make progress with their independence skills.	Pupils to show progress with no obvious gap between the achievement of PP and non PP pupils. Pupils to develop in areas of 'My Independence' in our bespoke curriculum. Pupils to have access to high quality careers teaching and WEX opportunities (internal & external).
Pupils to grow in confidence and build their self-esteem.	Pupils to show progress with no obvious gap between the achievement of PP and non PP pupils. Pupils to show resilience and the ability to try new things. Pupils to have a better understanding about the

	world and learn to manage strong emotions.
Pupils to have reduced amounts of behaviour that challenges.	Pupils to show progress with no obvious gap between the achievement of PP and non PP pupils. Pupils to reduce the amount of incidents of behaviour that challenges through correct support and early intervention.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£74,941.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools – informal 1 hour weekly, pre-formal & semi formal (6 week blocks).	Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. https://forestschoollassociation.org/what-is-forest-school/	1 2 4 5 6 7
Positive Play – positive play workers (3 days each) to support pupils in both 1:1 sessions and group sessions.	It provides an opportunity for children to experience a structured, supportive play programme that helps raise self-esteem and increase their engagement with the curriculum to achieve their full potential from fully trained workers. https://www.localoffer.derbyshire.gov.uk/education-and-learning/inclusion-support-advisory-service/positive-play/positive-play.aspx	3 4 5 6 7
Pathway Lead Cover to work strategically ½ day per week.	To support all staff with the curriculum. To monitor, evaluate and review progress of the curriculum and identify the impact and any gaps. To support understanding of pathways and teaching strategies across	1 2 3 4 5 6 7

	the school to ensure high quality teaching throughout.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£21,312.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of an additional day per week of Occupational Therapist (OT) time.	This provides support, advice, interventions and plans to help our pupils with their sensory seeking behaviours, proprioception needs and sensory input.	3 6
DEBP Careers Support	This provides resources and accessibility to our Post 16 students in order to receive a more meaningful experience. Having a hands-on approach to Work Experience both internally and externally. DEBP help highlight the options after school for our pupils and families.	1 2 4 5 6
Positive Play Breakfast Club	Good morning club enables pupils to have a positive start to the school day, pupils go to their classroom calm and ready to learn.	3 4 5 6 7
Communication Support	Communication lead ½ day in classes to support each week and to deliver training to staff and parents. Improving pupils communication reduces the amount of behaviour that challenges and improves staff knowledge and pupil communication	1 2 4 7

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

Budgeted cost: **£2,564.30**

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 weighted equipment, tactile resources, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. Sensory Processing Difficulties/Challenging behaviour Many pupils, especially those with autism,	1 2 3

	have sensory processing difficulties, this may cause challenging behaviour, or prevent a child from fully engaging in their education. Providing staff with training will enable them to better meet the needs of our pupils. Resources will also enable pupils' needs to be met.	
Communication Resources including Communicate in Print 4	This provides appropriate resourcing to support pupil's communication including the resourcing for attention autism which is a major part of early attention and communication skills. CiP supports ALL pupils across school when reading. Used on timetables, resources, displays, reward charts & many other places.	1 2 3 6
Twinkl Subscriptions – Core and Ultimate	Time saving for teachers, wide range of inclusive resourcing. Semi-Formal classes follow the phonics scheme which has the rhino readers linked to the scheme.	1 2 3

Total budgeted cost: £98,318.30

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Ashgate Croft we aim show that all our pupils make progress no matter if they are PP or Non-PP. This has always been our aim and continues to be our aim by supporting all our pupils and meeting their individual needs. Individual needs such as communication support, sensory integration, behaviour support, promoting independence and pupil wellbeing.

Throughout the previous years we have implemented and embedded a new curriculum in school, we have seen improvements in pupils' focus and attention skills in taught time. There has been a huge improvement in pupils' independence, however that looks to them as an individual. Parent/carers also commented on the progress of their children. By having the pathway leads to support across school really boosted the engagement and progress of pupils.

Since the employment of our Forest School Leader, pupils have been able to access our outdoor environment safely and have had many opportunities to raise their independence and wellbeing. Our pupils have been able to take risks within a controlled environment and take on challenges completely new to them such as using tools and making fires. Not all pupils would be able to access this however, through adaptive teaching they have been able to access the world around them and have sensory sessions or complete tasks with peers.

By retaining an OT 1 day per week has helped staff to increase knowledge and has been able to support our pupils with their sensory environment. The OT has brought expertise into school that we don't currently have. Ideally, we would prefer more days of OT to support but due to cost we are unable to provide this.

Twinkl has been a huge success for teachers and pupils including the 'Twinkl' phonics scheme and Rhino readers, which are available online, and the subscription of Communicate in Print 3 has proved to be a huge support year upon year. We are looking forward to receiving the update to 4 to provide more support to our pupils.

We have continued to provide sensory resources for our pupils that require it and communication resourcing. This has helped with reducing behaviour that challenges by meeting the individual communication and sensory needs of our pupils.