

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                  |
|---|-----------------------|
| School name   | Shepherds Down School |
| Number of pupils in school  | 197                   |
| Proportion (%) of pupil premium eligible pupils                         | 66/197 = 34%          |
| Academic year/years that our current pupil premium strategy plan covers | 2025 - 2026           |
| Date this statement was published                                       | October 2025          |
| Date on which it will be reviewed                                       | October 2026          |
| Statement authorised by   | Debby Gooderham       |
| Pupil premium lead  | Debby Gooderham       |
| Governor lead   |                       |

## Funding overview

| Detail  | Amount                             |
|---|------------------------------------|
| Pupil premium funding allocation this academic year   | £95,445<br>(excludes PLAC and LAC) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | 0                                  |
| <b>Total budget for this academic year</b>  | <b>£95,445</b>                     |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |                                    |

# Part A: Pupil premium strategy plan

## Statement of intent

*The ultimate objective for all our children is to ensure that they all make progress from their individual starting points in all areas, including cognitive, communication and emotional regulation skills and are enabled to be as independent as possible in their life. This strategy supports this objective by providing the necessary staff training, small group teaching, targeted support, necessary resources and equality of opportunities and access to the community to all children, to ensure any challenges to progress are addressed.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1.               | Behaviour issues linked to attachment, low self-esteem, self-confidence, under developed executive functioning skills e.g. emotional regulation, impulse control and tolerance skills. |
| 2.               | Communication difficulties, non-verbal, limited language and understanding, social communication difficulties  |
| 3.               | Challenges with implementing communication and behaviour strategies and generalising skills, such as reading in the home   |
| 4.               | Challenges with sensory regulation, following adult direction, attention skills and engagement in learning due to particular learning needs.   |
| 5.               | Extra-curricular opportunities and access to the community beyond the school environment being inaccessible/ limited, including limited access to outside spaces/gardens               |
| 6.               | Access to enrichment activities in school such as offsite activities/trips, limited due to finances  |

## 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   |
|--|--|
| To ensure all the adults have the necessary skills and knowledge to implement key teaching strategies and support the development of communication and manage behaviour which is challenging | Every child makes progress from their starting points on the recommendations from their annual review in the aspects of cognition, communication, PSD and physical/sensory processing. |
| To provide targeted support to develop communication, behaviour and emotional literacy skills  |  |
| To ensure individual children's access to provision of dedicated adult time e.g. individual therapy, working with pupils on their individual sensory diets                                   |  |
| To ensure all children have access to opportunities to participate in trips, and extracurricular activities.   | All children are able to access learning outside and enrichment activities within the school   |
| To support families to implement communication and behaviour strategies to support children in their home  | Families have support to implement strategies and feel more confident.   |

## 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: £10,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---------------------------------------|-------------------------------|
| Implement a staff training twilight programme which covers all the key teaching strategies used within the school. | Teaching Assistant Intervention<br>+4 | 1 & 2                         |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £85,400

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Provide small group and individual teaching of communication skills by a highly skilled LSA, including support for communication within the home   | Individualised Instruction <b>+4</b><br>Oral Language Interventions <b>+6</b>   | 2 & 3                         |
| Provide targeted support to develop sensory processing skills and emotional literacy and individual support and ensure individual children's access to provision of dedicated adult time | Behaviour Interventions <b>+4</b><br>Social and Emotional Learning <b>+4</b>  | 1 & 4                         |
| Provide targeted support for families to implement strategies to support childrens communication and behaviour in the home   | Behaviour Interventions <b>+4</b><br>Social and Emotional Learning <b>+4</b>  | 3                             |
| Provide opportunities for Forest School activities   | Collaborative Learning <b>+5</b><br>Initial findings suggest it can contribute to the development of collaborative learning skills and appears to equip children with practical skills and an appreciation for being outdoors, which they can then transfer to family activities outside of school.<br><br>J. Coates and H. Pimlott-Wilson (2017) | 5                             |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £10,000

| Activity   | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Fund access to opportunities throughout the year, such as trips out, cooking, residential so that children can share experiences and develop social skills | Arts Participation <b>+3</b>         | 6                             |

*Most of the evidence is from the teaching and Learning Toolkit Accessible Summary of Education Evidence and identifies the number of months gain for each intervention, if the particular strategy is not included external evidence quoted.*

**Total budgeted cost: £95,445**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

| Intended outcome   | Success criteria   | Outcomes  |
|--|--|---|
| To ensure all the adults have the necessary skills and knowledge to implement key teaching strategies and support the development of communication and manage behaviour which is challenging | Every child makes progress from their starting points on the recommendations from their annual review in the aspects of cognition, communication, PSD and physical/sensory processing. | Achieved – all children have made progress from their starting points |
| To provide targeted support to develop communication, behaviour and emotional literacy skills  |  |   |
| To ensure individual children's access to provision of dedicated adult time e.g. individual therapy, working with pupils on their individual sensory diets                                   |  |   |
| To ensure all children have access to opportunities to participate in trips, and extracurricular activities.   | All children are able to access learning outside and enrichment activities within the school   | Achieved - No child has been excluded due to financial constraints    |