

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 template. All schools are required to use the DfE template to complete and publish their pupil premium statement on their school website by 31 December.

Before completing the template, you should read the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

School leaders are best placed to assess their pupils' needs and identify how to use the funding to support disadvantaged pupils. This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement or the volume and type of activity that you use your pupil premium (and recovery premium) to fund.
- 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, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example.

Referring to evidence

As per the pupil 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 Education Endowment Foundation (EEF), as the What Works Centre for educational achievement, but it is up to you to decide what forms of evidence you use 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 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 pupil premium allocations for the following financial year are published.

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

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wetheringsett Manor School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	28
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2026 to 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	June 2028
Statement authorised by	Mark Jeffries, Headteacher
Pupil premium lead	Mark Jeffries
Governor / Trustee lead	Lee Jarrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	10000
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	Independent special school

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 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.

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, 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
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1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering 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 compared to 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 impacted by the pandemic 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.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2027/28. An increase in the number of disadvantaged pupils entered for GCSE subjects.
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 in our school from X - Y% to no more than

	X - Y% by the end of our strategy in 2027/28.
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 are able to access high quality work experience and careers mentoring. By the end of 2027/28, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers 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: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a MLT tier to develop and improve teaching across the school in line with DfE guidance. Inclusion of vocational lead. The lead will engage with our local research school and vocational hub to develop the quality of vocational learning through CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of vocational subjects, drawing on evidence-based approaches: There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1
CPD for teaching staff on developing pupils' mental models.	Evidence from cognitive science suggests that teachers must carefully introduce new	1

	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 (chartered.college)	
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. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	2, 3

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

Budgeted cost: **£2,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 (educationendowmentfoundation.org.uk)	1, 2, 3
20 minute sessions on language comprehension from a lead practitioner for disadvantaged pupils that require further support. Each pupil to receive two sessions per week for one term.	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Center on Improving Literacy	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has	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 EEF (educationendowmentfoundation.org.uk)	6

been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£10000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners 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
Programme working with parents and carers to develop effective home learning environments and increased self-expression.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	3, 4
Training Year 9–11 pupils to use public transport. This will involve CPD and release time for two staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4, 5, 6

Total budgeted cost: £28500 per annum.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2024/25 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2023/24), the outcomes we aimed to achieve in our previous strategy by the end of 2023/24 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence. This is most evident in our year 7 pupils, the majority of which display attachment issues and friendship challenges. This leads to increased anxiety and fear of failure.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources such as those provided by ADL. However, it was challenging to provide differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Externally provided programmes

Programme	Provider
ADL – core subject online tuition	Momenta (OFG owned)
Changing lives through horses	Kimblewick (site), British horse riding association.

Service pupil premium funding (optional)

Measure	Details