

Pupil premium strategy statement 2025/2026

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 and how we intend to spend the funding in this academic year

School overview

Detail	Data
School name	Calthorpe Academy
Number of pupils in school (school age)	304
Proportion (%) of pupil premium eligible pupils	Primary 64% Secondary 72%
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	January 2026 April 2026 July 2026
Statement authorised by	Mounir Meghalsi
Pupil premium lead	Andrew Blakeley
Governor / Trustee lead	Alan Townsend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£259,590

Part A: Pupil premium strategy plan

Statement of intent

Calthorpe Academy is dedicated to providing high-quality education for all learners, regardless of their background or any barriers they face. Although our school caters to learners with Autism Spectrum Condition (ASC), Severe Learning Difficulties (SLD), and Profound and Multiple Learning Difficulties (PMLD), we recognise that these disabilities are often the primary challenges to their progress. Therefore, our approach is focused on supporting learners to overcome these obstacles through personalised, evidence-based strategies that meet their individual educational needs.

While post-16 learners do not qualify for Pupil Premium funding, they can apply for the post-16 bursary. Pupil Premium funding is aimed at improving educational outcomes for disadvantaged learners, as evidence shows they often face additional challenges where making progress can be a challenge compared to their peers. At Calthorpe, we take full responsibility for supporting these disadvantaged learners, addressing their pastoral, social, and academic needs in a supportive school environment.

Our goal is to help every learner develop the skills they need for the life they want, and we believe all learners can reach their full potential through a balanced, ambitious curriculum. Learners eligible for Pupil Premium funding face unique barriers, and we are determined to provide the guidance and support necessary to help them overcome these obstacles. Additionally, service learners will have the same opportunities as those receiving Pupil Premium funding, with access to pastoral support and individual interventions where needed. We will also implement broader strategies to mitigate the impact of service life on their education.

Our strategy is tailored to the needs and strengths of each learner, based on formal and informal assessments rather than assumptions or labels. This approach ensures that learners gain the relevant skills and experiences needed for adulthood. It is shaped by educational research and feedback from parents, staff, and learners. The Pupil Premium funding is used each year to provide additional support, staff training, and resources that address the diverse learning and developmental needs of our learners.

Although our strategy primarily focuses on disadvantaged learners, all students will benefit from whole-school initiatives, including improvements to teaching and learning, family support services, and efforts to develop cultural capital and well-being.

Challenges

Our Pupil Premium strategy is informed by national research, internal assessments, and direct engagement with learners and their families. This evidence highlights the specific barriers that disadvantaged pupils face in accessing learning, developing key skills, and participating fully in school life. The following challenges summarise the key areas where targeted support is required to ensure that these pupils can achieve their full potential and close the attainment and opportunity gap with their peers.

Challenge number	Detail of challenge
1	National research, alongside our own assessments, observations, and discussions with learners and families, indicates that many disadvantaged pupils experience greater challenges in their education, wellbeing, and wider development compared with their peers.
2	Assessments, observations, and discussions with learners show that some disadvantaged pupils require additional support to communicate and express their needs, particularly those with non-verbal communication needs, limited language, or social interaction difficulties.
3	Observations indicate that engaging the families of disadvantaged pupils can be more challenging compared with their peers. As a result, some disadvantaged pupils are less well prepared for learning—physically, practically, and emotionally.
4	Observations and conversations with pupils and their families indicate that disadvantaged pupils generally have fewer opportunities to develop cultural capital compared with their peers.

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	Rationale	Success criteria
To ensure pupil premium learners make at least expected progress and that attainment gaps between PP and non-PP pupils continue to narrow.	Internal tracking and assessment data show that some PP learners make slower progress than their peers due to barriers such as communication needs. High quality teaching and targeted support are required to close these gaps.	End of year assessment data and termly tracking demonstrate PP learners' progress in line with, or exceeding, expected outcomes. Attainment gap between PP and non PP learners shows sustained reduction.
To improve emotional wellbeing and mental health outcomes for PP learners and their families through targeted interventions and access to external support services (e.g. Malachi).	Many PP learners experience additional emotional and social challenges that impact engagement and readiness to learn. Supporting wellbeing enhances attendance, behaviour, and learning outcomes.	Improved engagement, attendance, and wellbeing survey outcomes. Reduction in referrals and increased family engagement with support services. Positive feedback from learners and parents/carers.
To enhance communication and interaction skills for PP learners through consistent use of personalised communication systems.	Communication barriers limit access to learning, relationships, and independence. Consistent use of augmentative and alternative communication (AAC) supports understanding and expressive skills, improving participation and progress.	Achievement of EHC plan communication targets. Observational assessments and communication audits show increased use and effectiveness of communication systems.
To increase confidence, independence, and community participation of PP learners as part of preparing for adulthood.	PP learners may have fewer opportunities to develop independence and social confidence outside of school. Fostering these skills supports long term outcomes and aligns with Preparing for Adulthood (PfA) priorities.	Pupil and family voice evidence increased confidence and independence. Learners participate more actively in community and enrichment activities. Observations show improved self-help and social interaction skills.
Improved attendance for our disadvantaged learners to maximise opportunities provided at school.	Addressing barriers to attendance ensures equity in opportunity and outcomes.	Attendance levels for our disadvantaged learners are similar to the rest of their peers.

Activity in this academic year

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

Teaching

Budgeted cost: **£119,072**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to fund release time for curriculum leads to up skill class teachers and provide targeted intervention support across all curriculum pathways.</p>	<p>A report from the Education Policy Institute (2020) highlights there is evidence to show that teacher CPD can have a strong impact on pupil outcomes and quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance related pay for teachers or lengthening the school day.</p> <p>Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)</p>	<p>1 & 2</p>
<p>The enhancement of classroom-based resources to ensure that we can focus on current educational priorities.</p> <p>Further implementation of Maths/English aids, resources, subscriptions and strategies.</p>	<p>Nasen highlight that the learning environment is vital for effective teaching.</p> <p>Supporting SEN - The Learning Environment Nasen</p> <p>Investing in targeted Maths and English resources for SEN learners is supported by substantial evidence. Research indicates that such investments lead to measurable improvements in academic outcomes, particularly when interventions are tailored to the specific needs of these students.</p> <p>Targeted interventions add five months' progress for students with SEND UCL News - UCL – University College London</p>	<p>1 & 2</p>

	Raising educational outcomes for pupils with SEN and disabilities - Nuffield Foundation	
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Targeted academic support

Budgeted cost: **£67,903**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining role of Speech and Language Therapist (Part funded)	The Royal College of Speech and Language Therapists state speech and language therapists (SLTs) provide life-improving treatment, support and care for children rcslt-what-is-slt-factsheet.pdf	2
Buying in specialist family support services. Purchase of Malachi family support services.	<p>Malachi are a not for profit, therapeutic family support organisation working across the Midlands and Staffordshire.</p> <p>They support parents/carers, young people and professionals through a range of counselling based therapeutic interventions to create lasting change.</p> <p>Through their range of services in school, home and the community Malachi help families see a better future, believe it is attainable, and choose to make it happen.</p> <p>Malachi</p>	3
Occupational therapy support for sensory processing & Occupational functionality (3 days per week)	Research evidence to date supports the effectiveness of occupational therapy in a school setting. The World Federation of Occupational Therapists state that OTs should be included in education in order to support and promote full participation and wellbeing of diverse students by supporting their strengths and finding solutions to reduce or remove learning activity limitations and participation restrictions.	2

Wider strategies

Budgeted cost: **£72,615**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise 2x day equivalent staff from Open Theatre to deliver various projects across the Academy including non-verbal drama.	Research from the Department of Education states too many young people from disadvantaged backgrounds never get the chance to take part in activities outside of school. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. Playing team sports, doing voluntary work, joining a youth club or singing in a band are also vital in developing networks – which those from affluent backgrounds often have ready-made.	1, 2 & 4
Music of Life choirs in special school partnership. Music of Life sessions take place every week during school term to a maximum of 10 sessions per term. Each sessions lasts 45-60 mins depending on students', needs, ages and arrangement with the school.	Research from the Department of Education states too many young people from disadvantaged backgrounds never get the chance to take part in activities outside of school. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. Playing team sports, doing voluntary work, joining a youth club or singing in a band are also vital in developing networks – which those from affluent backgrounds often have ready-made.	1, 2 & 4
Jessie's fund helps children with additional and complex needs or serious illness to communicate by using music.	<p>Research from the Department of Education states too many young people from disadvantaged backgrounds never get the chance to take part in activities outside of school. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. Playing team sports, doing voluntary work, joining a youth club or singing in a band are also vital in developing networks – which those from affluent backgrounds often have ready-made.</p> <p>An Unequal Playing Field report. pdf (publishing.service.gov.uk)</p>	1,2 & 4
Our learners will access music therapy via Birmingham Centre for Arts Therapies.		1, 2 & 4
Implementation of wider strategies to develop learners wellbeing.	<p>Sport England state our physical and mental health is our biggest asset. Being physically active unlocks so much that's good for our wellbeing. But despite this and amid a backdrop of health inequalities, not everyone's currently able to enjoy the benefits of an active life. Evidence suggests an increase in depression and anxiety amongst 5-15 year olds.</p> <p>Using the power of physical activity in addition to the work our PE</p>	4

	<p>department do, there is huge potential to help strengthen or learners health and wellbeing.</p> <p>Connecting with health and wellbeing Sport England</p>	
<p>Continue to provide additional Behaviour support provided by 2 x behaviour support practitioners (part funded).</p>	<p>The Education Endowment Foundation provides research on the importance of behaviour strategies in schools:</p> <p>Behaviour interventions EEF</p>	1 & 2
<p>Maintaining the resource of an Attendance officer (part funded).</p>	<p>The Education Endowment Foundation emphasises that improving school attendance is essential for enhancing educational outcomes, especially for disadvantaged pupils. They provide evidence-informed strategies for schools to increase pupil attendance, including the role of attendance officers in monitoring and addressing attendance issues.</p> <p>Supporting attendance EEF</p>	1 & 3
<p>Maintaining the role of family liaison officers and pastoral support staff member (part funded).</p>	<p>There is significant research, nationally and internationally, to suggest that parental involvement in children's learning is positively related to achievement Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3

Total budgeted cost: £259,590