

Pupil premium strategy statement 2026/2027

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)	344
Proportion (%) of pupil premium eligible pupils	Primary 68.8% Secondary 74.9%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	January 2027 April 2027 July 2027
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	£321,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£321,760

Part A: Pupil premium strategy plan

Statement of intent

Calthorpe Academy is committed to ensuring that every learner, including those eligible for Pupil Premium, can access an ambitious, meaningful curriculum and make progress from their individual starting points. Our provision serves learners with a range of needs, including Autism Spectrum Condition (ASC), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). We recognise that disadvantage can interact with communication, health, sensory, emotional, attendance and family circumstances, creating additional barriers to participation and progress. These barriers are not the same for every learner and will not be assumed on the basis of Pupil Premium eligibility alone.

Our strategy is informed by school assessment and progress information, attendance and engagement data, learner and family voice, staff observations and the best available research. We will use this evidence to identify needs, select proportionate support and review whether the approaches funded through Pupil Premium are making a difference. High quality teaching remains central, complemented by targeted specialist input and wider support where this is likely to improve access, engagement, wellbeing, communication, independence or learning.

We will evaluate the impact of our Pupil Premium strategy through our established assessment and progress review processes, including individual learner targets and evidence of learning gathered throughout the year. We will consider both individual progress and patterns across the Pupil Premium cohort, recognising that progress may be demonstrated in different ways according to each learner's needs, abilities and personalised curriculum. This will help us identify the effectiveness of our provision, address barriers to learning and ensure that funding continues to support meaningful progress and improved outcomes for disadvantaged learners.

We will work in partnership with parents and carers and relevant professionals to support readiness to learn and remove barriers to participation. We will also seek to ensure disadvantaged learners can access enrichment, cultural experiences and opportunities that develop confidence, relationships and skills for adulthood. Service pupil premium will be used in line with its intended purpose to support eligible service children. Post-16 learners are not eligible for Pupil Premium, although other support, including the 16–19 bursary where eligible, may be available.

The strategy will be reviewed termly by leaders, with adjustments made where evidence indicates that an approach is not reaching the intended learners or is not

having the expected impact. The aim is not simply to provide additional activity, but to improve equitable access, progress and outcomes for disadvantaged learners.

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	School assessment, progress reviews and staff observations indicate that some disadvantaged learners need additional support to access learning and make progress from their individual starting points. Barriers may include complex learning needs, inconsistent engagement, sensory or emotional regulation needs and limited access to learning opportunities beyond school. The specific barriers and support required vary by learner.
2	Some disadvantaged learners have communication and interaction needs that affect their ability to understand information, express preferences, make choices, build relationships and participate in learning. This includes learners who use little or no spoken language and those who rely on personalised augmentative and alternative communication (AAC) systems.
3	School observations and contact with families indicate that some disadvantaged learners and their families experience barriers to sustained engagement with school or external services. These may affect attendance, routines, access to advice and support, and a learner's physical, practical or emotional readiness to participate in the school day. These barriers should be identified on an individual basis rather than assumed from eligibility.
4	Some disadvantaged learners have fewer opportunities to access enrichment, arts, physical activity and community experiences that can support communication, confidence, wellbeing, relationships and

	preparation for adulthood. Learners may require adapted opportunities and additional support to participate meaningfully.
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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
Disadvantaged learners make progress from their individual starting points, with any identified differences in progress between Pupil Premium and other learners understood and addressed.	Termly assessment and curriculum tracking identify learners who are not on track and the barriers affecting progress. High quality teaching and well matched targeted support should improve access to learning and progress.	Termly progress reviews record the proportion of Pupil Premium learners on track, exceeding or not on track against end of year targets, disaggregated by pathway/key stage where numbers allow. For learners not on track, actions and review dates are recorded. End of year analysis identifies trends and any progress gap requiring further action.
Improve learners' wellbeing, engagement and readiness to learn through timely support for learners and families.	Emotional, social, practical or family related barriers can affect participation and learning. Coordinated pastoral and family support may help identify barriers earlier and improve access to appropriate services.	Interventions have documented referral reasons, intended changes and review points. Termly review considers engagement, attendance where relevant, completion of agreed actions, and learner/family/staff feedback. Impact is reported using appropriate individual measures rather than relying only on a reduction in referrals.
Improve functional communication and interaction for disadvantaged learners through consistent, personalised	Communication access supports understanding, choice making, relationships, participation and independence. Learners need communication	Progress towards relevant EHCP and individual communication targets is reviewed termly. Communication audits/observations identify

communication approaches.	approaches that are appropriate to their needs and consistently understood and used by staff and partners.	whether agreed AAC and other communication approaches are available and used consistently across relevant contexts. Learner participation, choice making and expressive communication are recorded where appropriate.
Increase disadvantaged learners' confidence, independence and meaningful participation in enrichment and community experiences, supporting preparation for adulthood.	Access to adapted arts, music, physical activity and community experiences can create opportunities to practise communication, relationships, self-help and participation. Activities should be matched to learners' needs and evaluated for meaningful engagement.	Participation and access are monitored, including whether reasonable adaptations are in place. Individual targets or observations capture changes in independence, choice making, interaction or confidence. Learner and family voice is gathered where appropriate, and findings inform future provision.
Improve attendance for disadvantaged learners where attendance is a barrier to accessing education and support.	Understanding individual and family circumstances and responding early to absence can help remove barriers to attendance and increase access to teaching, therapies and wider school opportunities.	Attendance is reviewed termly for disadvantaged learners, with patterns and persistent absence considered individually. Relevant cases have documented contact, barrier analysis, agreed actions and review dates. The school evaluates changes against each learner's baseline and considers whether gaps with other learners are narrowing.

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: **£132,868.5**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund release time for curriculum leads to up skill class teachers and provide targeted intervention support across all curriculum pathways.	EEF Guide to the Pupil Premium (2026): recommends diagnosing pupils' needs, selecting approaches using reliable evidence, and monitoring implementation and impact. Professional development should be focused on improving teaching and implemented with follow up and evaluation, rather than treated as an end in itself. https://educationendowmentfoundation.org.uk/using-pupil-premium EEF guidance: Effective Professional Development — evidence-informed design and implementation. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 & 2
The enhancement of classroom based resources to ensure that we can focus on current educational priorities. Further implementation of Maths/English	Nasen highlight that the learning environment is vital for effective teaching. Supporting SEN - The Learning Environment Nasen 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.	1 & 2

aids, resources, subscriptions and strategies.	Targeted interventions add five months' progress for students with SEND UCL News - UCL – University College London	
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Targeted academic support

Budgeted cost: **£73,027.5**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining role of Speech and Language Therapist (Part funded)	Royal College of Speech and Language Therapists: information about the role of speech and language therapy. https://www.rcslt.org/speech-and-language-therapy/	2
Buying in specialist family support services. Purchase of Malachi family support services.	Malachi are a not for profit, therapeutic family support organisation working across the Midlands and Staffordshire. They support parents/carers, young people and professionals through a range of counselling based therapeutic interventions to create lasting change. 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. Malachi	3
Occupational therapy support for sensory processing & Occupational functionality	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	2

	reduce or remove learning activity limitations and participation restrictions. https://wfot.org/resources/occupational-therapy-in-school-based-practice	
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Wider strategies

Budgeted cost: **£115,864**

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. An Unequal Playing Field report.pdf (publishing.service.gov.uk)	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.		1, 2 & 4
Music Initiatives through Services for Education and Jessie's fund helps children with additional and complex needs or serious illness to communicate by using music.		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.	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. Using the power of physical activity in addition to the work our PE department do, there is huge potential to help strengthen or learners health and wellbeing. Connecting with health and wellbeing Sport England	4
Continue to provide additional Behaviour support provided by 2 x behaviour support practitioners (part funded).	EEF guidance on behaviour: evidence supports proactive, consistent approaches and attention to the causes and context of behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1 & 2
Maintaining the resource of an Attendance officer (part funded).	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. Supporting attendance EEF	1 & 3

Maintaining the role of family liaison officers and pastoral support staff member (part funded).	There is significant research, nationally and internationally, to suggest that parental involvement in children's learning is positively related to achievement <u>Parental engagement EEF</u> (<u>educationendowmentfoundation.org.uk</u>)	3
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Total budgeted cost: £321,760