# Pupil premium strategy statement 2025-26

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 | Kemball School |
| Number of pupils in school | 226 |
| Proportion (%) of pupil premium eligible pupils | 56% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024/2025 to 2026/2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Lisa Hughes<br>Head Teacher |
| Pupil premium lead | Lisa Hughes |
| Governor / Trustee lead | Hilary Gregory |
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## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £153,055 |
| 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**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £153,055 |

# Part A: Pupil premium strategy plan

## Statement of intent

We recognise that there are many barriers to educational achievement for all our learners as well as all those in receipt of pupil premium. Many of these barriers relate to a specific Special Educational Need, physical barriers, communication and interaction difficulties, social and emotional health, sensory and processing skills.
We therefore aim to use pupil premium funding to assist us in achieving positive outcomes for all of our pupils through quality first teaching including access to high quality resources which are linked to a broad and balanced curriculum offer delivered by skilled practitioners.
We also use Pupil Premium to tackle some of the broader aspects of well-being associated with our young people including developing independence, preparation for adulthood and crucial support for families.
Our strategy will be driven by the needs of all our pupils based on assessment data and our in depth knowledge of our students next steps of development. Our practice ensures that we equip our young people with the skills they need for life beyond school.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Our assessments, observations and discussions show that our pupils struggle to retain phonological awareness which impacts on reading retention and comprehension skills |
| 2 | Our observations and assessments show that our pupils need very specific, high quality resources and experiences to be able to access a broad and balanced curriculum which in turn leads to academic progress. This includes the ability for pupils to express their wants, needs and understanding through the development of functional communication. |
| 3 | Our observations and assessments show that our pupils need to be supported to learn acceptable behaviours and understand how to function in different situations in order to be prepared for life beyond school. This also includes preparing them for life beyond school including how to develop safe relationships |
| 4 | Our work with families indicates the level of support needed in order to assist in safeguarding our vulnerable pupils and families, maintaining good attendance and promoting the value of education. |
| 5 | Our assessment and observations signify that our pupils have higher levels of sensory impairments which in turn impacts on learning. In addition, pupils' physical needs impacts both their learning and level of independence. |

## 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 |
|---|---|
| Improve phonic and reading performance | Phonological awareness increased.<br>Improvement in reading resulting in pupils' achieving end of year targets and ability to be entered into end of key stage 4 examinations.<br>Improvement in overall comprehension and understanding skills.<br>Pupils are assessed correctly and are grouped accordingly<br>Teachers and teaching assistants are confident in delivering a range of strategies to support reading acquisition<br>All pupils are seen as potential 'readers' |
| To develop essential speech, language and communication strategies so that so that pupils are able to share their views and articulate their understanding (assessment for learning) | Pupils have increased speech and language skills that can be transferred into a range of social situations.<br>Pupils are able to demonstrate their wants and needs alongside showing their level of understanding<br>Pupils are allocated the correct communication strategies and resources based on their individual needs<br>Pupils are supported to use alternative communication aids<br>Staff are supported to ensure pupil's communication needs are fully met.<br>Close liaison with families so that communication strategies are transferred between home and school<br>Achievement of communication and interaction EHCP outcomes and milestones |
| Pupils make progress across all subject areas including the essential key skills of maths and English | Pupils are educated in the correct pathway<br>Quality of teaching contributes to improved pupil outcomes<br>Increased levels of engagement<br>Appropriate resources support teaching and learning<br>Appropriate assessment materials that are well suited to pupil's needs<br>All staff have high expectations of all pupils<br>Pupils know and remember more<br>Identified pupils achieve Trinity music awards |

| | |
|---|---|
| | By the end of KS4, pupils achieve entry level examinations, ASDAN qualifications and Duke of Edinburgh awards<br>Achievement of EHCP termly outcomes, end of year milestones and end of key stage outcomes |
| To support pupil's behaviour needs and wellbeing including good school attendance | Fewer behaviour incidents recorded<br>Robust and supportive behavioural intervention plans in place<br>The importance of good school attendance is promoted<br>Overall attendance to improve<br>Staff and parents feel more supported to deal with pupil's individual needs thus having a positive impact<br>Disadvantaged including looked after children continue to make good progress<br>Improved well-being of parents and carers as they feel supported by school<br>Pupils learn about healthy relationships |
| To ensure that pupils sensory needs are met | Sensory needs are recognised as being linked to behaviour needs<br><br>OT recommendations are followed – sensory diet and sensory circuits are in place for pupils who need this intervention<br><br>Increased levels of engagement and academic progress including readiness to learn<br><br>Appropriate resources support independence and learning including pupil's increased ability to self regulate<br>All staff feel equipped to meet pupils' sensory needs |
| To ensure pupils physical needs are supported | Increased levels of engagement and academic progress as pupils are comfortable and therefore ready to learn<br><br>Pupils maintain their physical skills<br><br>Increased levels of independence, long term benefits which may prevent surgery and absences from school |

## 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: £69,425

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| CPD for teachers and support staff with a particular focus on staff new to the school | Research evidences that when teachers, as learners themselves, base their everyday practice on an updated, coherent and integrated professional knowledge base, this can lead to improvements in pupils' learning outcomes<br>https://www.gov.uk/government/publications/teachers-professional-development-in-schools/independent-review-of-teachers-professional-development-in-schools-phase-1-findings | 1,2, 3, 4, 5, |
| Employment of a specialist music teacher (2.5 days per week) | Research evidences that high quality teaching is fundamental to pupils' music experiences<br>Involvement in music engages and re-engages pupils, increasing self esteem and maximising progress.<br>Music is a unique form of communication that can change the way that a pupil feels, thinks and acts.<br>https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music | 2, 3, 4 |
| Resources to support the delivery of the updated curriculum and to ensure quality first teaching and assessment (including on line resources) | Research evidence highlights good or better teaching impacts significantly on pupil outcomes .All children have the right to a broad and balanced education tailored to their specific needs. Our pupils require very specific resources to enhance their learning experience | 2, 3, 4, 5, 6 |
| Improving sensory regulation through specialist OT advice, staff training and equipment available for learners with enhanced sensory needs | Through observations and research, we recognise the importance of how the implementation of relevant strategies for pupils with sensory needs/impairments impacts significantly on their outcomes<br>Pupils with sensory needs require very specific resources to enhance their learning experience and levels of engagement. Staff will be advised by an experienced occupational therapist. | 3, 5 |

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

Budgeted cost: £36,864

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Additional reading books, class texts and phonic resources. Accelerated reading licence | There is strong evidence that phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills particularly for disadvantaged children<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics<br>Read Write Inc is on the DFE list of validated systematic synthetic phonics | 1, 2, 3 |
| Employment of a private physiotherapist 1 day per week and rebound therapy ( linked with sports premium) | Research suggests that early intervention and physical therapy for children with disabilities or developmental motor difficulties is important in predicting future outcomes.<br>Pupils with physical disabilities need to be physically comfortable in order to engage and learn. Postural management is crucial especially for wheelchair users.<br>Maintenance of independent movement including walking, leg strengthening, reducing muscle/ligament constrictions.<br>Improvements in attendance and attainment<br>To develop stamina, perseverance and co-ordination | 2, 4 |

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

Budgeted cost: £ 46,766

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Targeted support for pupil's behaviour, attendance and wellbeing including providing assistance for staff including CPI training | Research shows that universal behaviour systems are unlikely to meet the needs of all students. For pupils with more challenging behaviour, the approach should be adapted to individual needs.<br>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf<br><br>It is therefore important that our staff feel supported and equip to meet the needs of pupils who demonstrate challenging behaviour and are able to use strategies to keep everyone safe.<br>Pupils require targeted interventions and support from an experienced member of staff who is understands how additional needs can impact on behaviour.<br>Managing pupil's behaviour needs can be challenging for members of staff | 3, 5 |

| | | |
|---|---|---|
| To provide support to our most vulnerable families looked after children and provide essential home school links and attendance support | 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:<br><br>https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send/<br><br>Promoting regular attendance in school is paramount to pupil outcomes<br><br>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1723421311 | 4 |
| Careers support, qualifications | Independent careers advice is likely to enhance pupils' aspirations and employment opportunities:<br>Careers guidance in specialist settings in... : Journal of Research in Special Educational Needs | 2, 5 |

**Total budgeted cost: £ 153,055**

# 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 2024 to 2025 academic year.

EHCP milestone outcomes

| Cognition and learning | Non pupil premium pupils | Pupil Premium Pupils |
|---|---|---|
| Achieved | 45% | 46% |
| Not achieved | 7% | 11% |
| Partially Achieved | 47% | 43% |

| Communication and Interaction | Non pupil premium pupils | Pupil Premium Pupils |
|---|---|---|
| Achieved | 52% | 49% |
| Not achieved | 9% | 10% |
| Partially Achieved | 39% | 41% |

| Social, emotional and mental health | Non pupil premium pupils | Pupil Premium Pupils |
|---|---|---|
| Achieved | 48% | 45% |
| Not achieved | 9% | 11% |
| Partially Achieved | 42% | 44% |

| Physical and Sensory | Non pupil premium pupils | Pupil Premium Pupils |
|---|---|---|
| Achieved | 51% | 53% |
| Not achieved | 13% | 15% |
| Partially Achieved | 37% | 32% |

A strong focus has been placed on developing reading and phonics skills for all pupils, regardless of pathway. This has been supported with high-quality resources, including additional reading-for-pleasure texts and new phonics scheme materials. Staff knowledge has been strengthened through ongoing training in Read Write Inc. phonics and spelling, ensuring both new and existing staff remain up to date.

Children's Choice Occupational Therapists have continued their termly visits to the school, providing strategies that have enhanced teaching, learning, and pupil engagement (as shown by individual data). Staff have also received training in the effective use of the sensory diet room, while specialist equipment has been purchased to meet individual needs.

During the 2024–25 academic year, around 80 pupils had some level of social care involvement. The school's safeguarding assistant has continued to provide valuable support to families by completing Early Help Assessments and Graded Care Profile 2 assessments, attending Child in Need and Child Protection meetings, advising parents and carers, and liaising closely with social care colleagues.

The Assistant Headteacher has maintained a strong focus on behaviour support, working with both staff and pupils. This has included developing individual behaviour plans and delivering targeted interventions. Pupils are showing increasing ability to self-regulate. Currently, 59 members of staff are trained in CPI (MAPA), and a further 23 staff members have completed social story training. Over the academic year, staff have received training to deliver the following interventions: Intensive Interaction, Attention Autism, Precision, manual handling, adverse childhood experiences, positive behaviour strategies, visual impairment awareness, Fast Track phonics refresher training and Sensory Diet/Sensory Circuit.

The Deputy Headteacher continues in her role as attendance champion, regularly monitoring and analysing attendance data to identify patterns and areas of concern. This has led to constructive discussions with parents where attendance has declined. As a result, whole-school attendance has improved, rising from 86.55% in the previous academic year to 88.21% this year.

Music provision has remained a strength. Alongside direct teaching for selected groups, the school's music teacher has supported colleagues to deliver high-quality music sessions across classes. Kemball retains its Music Mark School status, reflecting the school's commitment to music education and ensuring pupils have meaningful access to it. The school is now also an accredited provider of the Award and Certificate of Musical Development from Trinity College, London. This year, multisensory pupils again achieved Trinity Music qualifications, with all evidence externally reviewed and verified. Outcomes included:

- 1 x Entry Level 1 (Distinction)
- 3 x Entry Level 2 (Merit)
- 2 x Entry Level 3 (1 Pass, 1 Merit)

5 progression classes (60 pupils) and 4 multisensory classes (27 pupils) benefited from Forest School sessions. Pupil's confidence and resilience developed over the sessions alongside their love of outdoor learning.

Positive Choice Therapy has continued to provide physiotherapy support, offering both individual and class-based interventions for the multisensory pathway. Support was provided as follows:

- September–December 2024: 34 pupils
- January–May 2025: 27 pupils
- May–July 2025: 27 pupils