

Pupil premium strategy statement

This statement details our school's use of Pupil Premium Grant (PPG) for the 2025 to 2026 academic year to help improve the attainment of our disadvantaged learners. The PPG allocation is based on the number of students (Year 7 to Year 11) who have been eligible for free school meal at any point in the last 6 years (Ever6 FS) and those that have been looked after by the local authority for more than 6 months. It outlines our PPG strategy, how we intend to spend the funding in this academic year and the effect that last year's PPG spending had within our school.

School overview

Detail	Data
School name	Beatrice Tate School
Number of students in school (Year 7 to Year 11 as recorded on the October 2024 school census/January 2025 school census)	83
Proportion (%) of pupil premium eligible students	75.9%
Academic year/years that our current PPG strategy plan covers	Autumn 2024 to Summer 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Pupil premium lead	Wayne Hazzard Headteacher
Governor lead	Isobel Cattermole Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,725.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£67,725.00

Statement of intent

- Beatrice Tate School is committed to ensuring all of our learners can achieve their true potential regardless of the many barriers to learning they may face. We make it our duty to identify potential barriers to learning for individual and groups of learners and work creatively and innovatively to remove these barriers.
- We recognise that socio-economic factors are one of the many factors that can hinder student progress, attainment and ultimately affect life chances and are therefore committed to planning a pupil premium strategy that will enable all of our students to realise their true potential.
- Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged learners. Socio-economic disadvantage is not the primary challenge our students face. Accordingly, assessment data shows that there is no significant difference between the attainment of children who are entitled to the PPG and those who are not.
- At the heart of our approach is high-quality teaching focussed on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and enabling students to access a broad and balanced curriculum.
- Although our strategy is focused on the needs of disadvantaged learners, it will benefit all students 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 students will be improved alongside progress for their disadvantaged peers.
- Our curriculum is highly personalised across the school and our premium strategy plan is driven by the strengths and needs of each of our students. Formal and informal assessments are used to identify gaps and required interventions.
- Our students access a range of curricula based on their learning needs and, therefore, our premium strategy plan does not focus solely on formal subject specific areas of learning but rather focuses on the intervention required to enable all of our students to regulate themselves, access education and learning and develop the knowledge and skills necessary to make the next transition in their education.
- 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

Challenge number	Detail of challenge
1	Through observations and conversations with students and their families, we find that disadvantaged students generally encounter gaps in progress brought about by barriers to engagement.
2	Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.
3	Our observations indicate that disadvantaged students often require additional support to develop personal and social skills e.g. independent self-care skills, independent living skills, and independent travel/transport skills.
4	Our assessments and observations indicate that learners with complex sensory and communication needs, including autism, require a highly structured and evidence-based approach to learning.
5	Physical disabilities or complex medical needs and possible deterioration in physical skills and/or health have a significant impact on progress.

Intended outcomes

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
Students will use a range of communication systems to aid their understanding and to develop expressive communication skills.	All learners making progress towards their individual learning objectives and EHCP outcomes.
All students are able to access learning and make progress across all aspects of their curriculums through highly personalised provision that minimises barriers to learning.	Student engagement in lessons is improved and is demonstrated by observations in evidence for learning captured by the school's bespoke ARR system.
All students will have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Students accessing the community with confidence demonstrated via observations and discussions with students and their families.

All students are able to enhance and extend their cultural capital through access to a wide range of extra- curricular and curriculum opportunities.	All students will access a range of extra-curricular activities appropriate to their needs.
All students will have access to high quality PE and Physical, Sensory and Motor Development (PSMD) programmes across school.	<p>Action plans (PE/PSMD) in place to further develop and enhance provision.</p> <p>Hydrotherapy and Rebound therapy programmes in place and delivered</p> <p>All learners making progress towards their individual learning objectives and EHCP outcomes.</p> <p>Cultural capital enhanced through students attending sporting events and competitions outside of school and between schools.</p>

Activity in this academic year

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

Activity	Evidence that supports this approach	Budgeted cost	Challenge(s) addressed
Additional specific ICT purchases to assist learners requiring further support in using technology to assist in their expressive and receptive communication.	<p>For students with SEND, technology can be a useful tool to support teaching. This training will also support learners’ communication skills and help to deliver the curriculum:</p> <p>educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>£2,500 ICT Res (E20)</p> <p>£2,000 T&D (E09)</p>	1, 2, 4
Additional music therapy interventions to assist learners in strengthening their communication and social skills	<p>For people of all ages with learning disabilities, music therapy can support cognitive, communicative, physical and social skills, as well as offering opportunities for emotional expression and enjoyment. This in turn has a positive effect on their mental wellbeing and quality of life.</p> <p>https://www.nordoff-robbins.org.uk/music-therapy/</p>	£33,000 MT Staff (E27)	1, 2, 4

<p>Introduce a highly structured approach to curriculum delivery for students with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>Attention Autism is an intervention approach developed by speech and language therapist Gina Davies, designed to support learners with autism and severe learning difficulties in developing attention, communication, and social interaction skills. It focuses on capturing the learner's attention and gradually encouraging them to engage in structured activities. https://www.ginadavies.co.uk/</p>	<p>£2,000 Res (E19)</p>	<p>1, 4</p>
<p>Additional specific opportunities to engage in on-site and offsite physical development and sporting activities.</p>	<p>The benefits of engaging in regular physical activity are well-established and are especially important for children with Special Educational Needs and Disabilities (SEND) who, in general, experience poorer physical health outcomes than other children of the same age.</p> <p>There is also evidence pointing towards a relationship between physical activity and improved mental well-being, the development of problem-solving skills, and increased concentration and academic achievement among children with SEND. When children with SEND engage in physical activity in groups they have been found to develop important life skills like verbal and non-verbal communication, sharing and the ability to make and keep friends. These skills are crucial in later life for developing strong and supportive social networks, gaining employment and living independently.</p> <p>https://www.idealcomplexcare.co.uk/news/the-benefits-of-physical-activity-for-children-with-special-educational-needs-and-disabilities/</p>	<p>£6,000 Res (E19) £3,000 Trans (E19) £1,000 T&D (E09)</p>	<p>1, 2, 3, 5</p>
<p>Learners are supported to manage their emotional and mental health needs through access to appropriate personalised practices and approaches.</p>	<p>Evidence and neuroscience-based practices and approaches indicates that the recognition and affective care of the emotional and mental health needs of children and young people with severe and profound intellectual disabilities is key to these individuals being able to engage and learn.</p> <p>www.nacwellbeing.org/research-and-evidence/</p>	<p>£1,500 Res (E19)</p>	<p>1, 3, 5</p>
<p>Additional interventions to promote engagement with arts and cultural activities both in-school and off-site.</p>	<p>Engagement in arts and cultural activities help children with learning differences, as it allows freedom of creative expression, enabling students to communicate and express themselves in ways that makes sense to them, and in which they are comfortable with.</p>	<p>£8,000 Cr.Art (E19) £2,000 Trans (E19)</p>	<p>1, 2, 3</p>

	https://themightycreatives.com/how-can-arts-and-cultural-education-benefit-the-mental-wellbeing-of-children-and-young-people-with-special-education-needs-and-disabilities.		
<p>Personalised interventions to support delivery of physical therapy programmes to enable students to stay well so they can attend school regularly.</p>	<p>Extensive evidence based research that postural management, aquatic therapy, rebound therapy and physiotherapy programmes are key to children and young people with SLD and PMLD staying healthy and well.</p> <p>aquaapps.co.uk/aquatic-therapyhydrotherapy</p> <p>www.reboundtherapy.org/about/benefits</p> <p>www.pmlmlink.org.uk/wp-content/uploads/2015/09/PMLD-Link-Issue-70.pdf</p> <p>www.pmlmlink.org.uk/wp-content/uploads/2017/01/PMLD-Link-Issue-85.pdf</p>	<p>£4,725 Staff.Hydro (E07) £2,000 T&D (E09)</p>	<p>1, 3, 5</p>

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on students in the 2024 to 2025 academic year.

Review of our 3 year Pupil Premium Strategy (year 2024-2025)

Academic Year 2024-25 has been marked by sustained improvement in attendance patterns compared with the post-pandemic years, though overall attendance remains affected by students with complex medical needs. The whole-school average to July 2025 was 76.9%, but when tutor groups with the most acute medical needs are excluded, attendance rises to 84.5%. This confirms that Pupil Premium funding, combined with effective outreach, health and social care support, is continuing to mitigate barriers to attendance and learning for the most vulnerable.

Music Therapy continued to be one of the most impactful interventions, both in terms of progress towards learning objectives and well-being outcomes. Provision remained extended at three days per week and was strongly endorsed by families, staff and students alike. This was further validated by STARRS progress data and by recognition of Beatrice Tate as a Music Mark school in 2025

Participation in physical, creative and cultural programmes again enhanced engagement, communication and confidence. Learners achieved recognition through Good Work assemblies, Jack Petchey awards, Panathlon competitions, and arts initiatives. Staff feedback during Summer 2025 Learning Walks evidenced the positive impact of these experiences on independence, communication and interaction

Aquatic Therapy and Rebound Therapy remained essential for students with profound physical needs. Pupil Premium supported the significant costs of training, staffing and equipment maintenance, ensuring these high-quality therapies were sustained. Learners who would otherwise face barriers to participation in physical activity continued to access a broad therapeutic offer in school.

STARRS data and end-of-year assessments in July 2025 showed measurable gains in communication, regulation, movement and independence across Pupil Premium cohorts. These outcomes were further reinforced by the school's Final Impact Review of its 3-year SIP, which found that 98% of success indicators had been met, with particular strength in curriculum innovation, therapeutic provision and outreach.

In light of this evidence, Beatrice Tate will continue to prioritise Pupil Premium investment in:

- **Music Therapy** (3 days per week provision)
- **Aquatic and Rebound Therapy** (training, staffing and equipment maintenance)
- **External cultural, creative and physical partnerships** (Panathlon, Jack Petchey, arts experiences and collaborations)
- **Outreach and health partnerships** to support attendance and engagement for students with complex medical needs.

These strategies remain closely aligned to the school's new SIP 2025–28 priorities, ensuring that disadvantaged learners continue to make strong progress academically, socially and emotionally, while maintaining access to a broad and ambitious curriculum.