

Pupil premium strategy statement

Beaucroft Foundation School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	180 Yr R-Yr11
Proportion (%) of pupil premium eligible pupils	34.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 Year 1 2026-2027 2027-2028
Date this statement was published	31/12/25
Date on which it will be reviewed	31/12/26
Statement authorised by	Diane Makariou & Joe Barnett
Pupil premium lead	Rob Sallows
Governor / Trustee lead	Noel Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Forces £2,100; 5 pupils LAC £13,150; 6 pupils PP £72,275; 51 pupils
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£87,525

Part A: Pupil premium strategy plan

Statement of intent

Beaucroft is a Foundation Special School for children aged between 4 and 19 with special educational needs and disabilities (SEND). The school has early years and post 16 provision. Our PAN is 230 and we currently have 239 students on roll which includes our post 16 provision. All of our students have an Education, Health and Care Plan (EHCP). Our students all have complex learning needs – many also have a diagnosis of an Autistic Spectrum Condition (ASC).

The proportion of pupils eligible for Pupil Premium funding is above the national average and we understand that this funding is a vital resource to aid us supporting our disadvantaged pupils and the needs of vulnerable students such as those with a social worker or young carer needs, regardless of whether they are disadvantaged. Our aim for these pupils and all our pupils is that they are able to THRIVE.

- Thoughtful and caring
- Happy and Safe
- Resilient
- Independent
- Valued
- Empowered.
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Developing self-esteem and resilience in preparation for adulthood.

Key to our approach is high-quality teaching which is proven to have the greatest impact on improving outcomes for all pupils. Consequently, professional development, training and staff well-being are key aspects to guaranteeing good quality teaching.

In order to effectively access the high-quality teaching and to be ready to learn, we provide a positive therapeutic approach to supporting both students and their families. We deliver targeted and impact measured cognition and learning, communication, social and emotional, independence and physical and sensory interventions as well as specialist therapeutic interventions such as speech and language therapy, music and dance therapy in a range of scenarios, one-to-one, small group or whole class. Alongside this we offer supportive interventions that target the other most significant non-academic barriers to achievement, including attendance, well-being, mental health, safeguarding and behaviour.

We strive to address the individual needs and strengths of all our students based on formal and informal assessment. Through routinely identifying and addressing key challenges we aim to ensure that each and every young person is able to enjoy, engage and achieve so they are able to acquire the relevant skills and experience in preparation for adulthood.

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 with pupils suggest that disadvantaged students frequently experience greater challenges in managing their social, emotional, and mental health needs. These difficulties can impact their ability to adjust to school life and fully participate in their learning.
2	<p>The majority of pupils have communication challenges outlined in their EHCPs. Many require targeted or specialist interventions to support their social communication, core vocabulary, receptive and expressive language, or other related needs. Currently, 35% of all students are on an active caseload, with 24% of these pupils receiving Pupil Premium.</p> <p>Developing communication skills is essential for every aspect of learning — from reading, writing, and maths to managing emotions, building friendships, developing interests, acquiring life skills, and preparing for further education or employment.</p>
3	External reports have indicated that some pupils were not receiving the precise support needed to develop greater fluency and accuracy in reading. Our assessments indicate that, out of a total cohort of 165 pupils, 92% (152 pupils) made at least expected progress in reading. Among the 64 pupils eligible for Pupil Premium, 93% (60 pupils) achieved expected or better progress. While the majority of disadvantaged pupils make progress that is in line with or exceeds that of their peers, a small number make comparatively less progress.
4	Many of our pupils find the transition into adulthood challenging. Limited access to real-life experiences such as work placements, independent travel, and community involvement can restrict their development. In addition, differing levels of aspiration or expectation may hinder progress toward independence. Communication and social barriers can also make it difficult for young people to express their preferences and make informed choices, further limiting their opportunities.
5	Some children come from families who require additional support to feel confident and capable of meeting their children's complex needs. Providing early intervention can significantly improve the lives of parents and carers, which in turn benefits children and young people, leading to better attendance and overall well-being.

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
1.To support SEND students with their social, emotional, and mental health needs by fostering emotional literacy, while also creating a clear framework for staff to follow. This	Students will build emotional literacy through structured and inclusive opportunities designed to help them recognise, understand, and express their emotions. This

<p>framework will help all students recognise and demonstrate positive, valued behaviours through the implementation of a Behaviour Curriculum</p> <p>SDP Behaviour and Attitudes 2.1,2.2,2.3</p>	<p>will support improved self-regulation and lead to fewer behavioural incidents. The implementation of a Behaviour Curriculum will provide consistency, clarity, and a shared understanding of expectations, fostering a sense of security and belonging. This approach will reduce behavioural issues and create a safe, respectful, and supportive learning environment where all students can thrive and have their individual needs met.</p> <p>Sustained reduction in the number of serious incidents across the school and college.</p>
<p>2.To further embed our robust universal Total Communication (TC) environment across the school and college</p> <p>SDP, Quality of Education. 1.4</p>	<p>To create a robust Total Communication environment by combining speech, signs, symbols, gestures, and technology, to ensure all pupils can understand and express themselves effectively, reducing barriers, supporting emotional wellbeing, and enabling every pupil to engage fully and meaningfully in both education and everyday life.</p> <p>The majority of students will show progress towards individual outcomes as monitored and assessed through the Speech and language progression tracker data form.</p>
<p>3.To ensure that clear reading pathways are evident and identified for all students and that all students receive a consistent and confidently delivered curriculum to further develop their literacy skills.</p> <p>SDP, Quality of Education. 1.2</p>	<p>The implementation of Read Write Inc, See & Learn, and Fresh Start will provide teachers with a clear, structured pathway for delivering targeted literacy interventions to ensure students are following a pathway that matches their individual learning styles, ensuring progression across the school. Progress will be monitored through outcome tracker and in the senior school achievement in entry level qualifications.</p> <p>The majority of students across the school and college will make progress against Literacy outcomes as set out in outcome tracker.</p> <p>All students studying formal qualifications in English will achieve a pass appropriate to their ability.</p>
<p>4. For students to further participate in and experience PfA and Personal Development opportunities.</p> <p>SDP Personal Development and Well-being 3.3</p>	<p>Students will be supported to engage more fully in Preparation for Adulthood (PfA) and Personal Development opportunities, fostering independence, dignity, and an improved quality of life, while ensuring clear and effective transition pathways for all learners</p>

5.All parents/carers are valued as part of our school community and families feel supported and able to meet their children's complex needs.	New parents/carers engage in parent support groups and access recognised training to develop skills necessary to support their child's complex needs.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [17568.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To follow assessment paths way to ensure more consistent approach to reading across the school.</p> <p>Literacy lead to work with class teams to share and discuss how approaches can be taught consistently through topics.</p> <p>Purchase of and training on:</p> <p>See and Learn - a structured, evidence-based teaching program</p> <p>Literacy drop-in sessions on CPD menu to support reading strategies.</p> <p>Allocation of a specific reading base (Reading Retreat).</p>	<p>EEF Teaching and Learning Tool kit states that there is clear evidence that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Building teacher knowledge and Pedagogical expertise, curriculum development and the purposeful use of assessment all support quality teaching.</p> <p>EEF Teaching and Learning Tool kit states:</p> <p>There is very extensive evidence that Reading comprehension strategies alongside phonics has a positive impact and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	2,3

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

Budgeted cost: £ [32506.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of <i>Full-time a SaLT TA</i> and communication leads within each department. To further embed a robust universal Total Communication (TC) environment across the school and college</p> <p>Development of Communication Reps across each phase of the school to support Speech and Language Therapists in the implementation of the Beaucroft universal, targeted, and specialist model of intervention.</p>	<p>Therapist support across the school delivering individual packages with a particular focus on supporting in class and embedding a consistent total communication approach.</p> <p>The EEF state that studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	1,2,4
<p><i>Bespoke</i> mentoring packages delivered by PSHE lead to support SEMH needs and support pupils to fully engage with their learning.</p>	<p>The EEF toolkit indicates that some students from disadvantaged backgrounds often display low engagement with school or have reduced expectations of education. It also highlights that one-to-one mentoring for these pupils can lead to positive non-academic outcomes, such as improved attitudes toward school, better attendance, and enhanced behaviour. Additionally, the toolkit notes that building trusting relationships with an adult or older peer can offer an important alternative source of support</p>	1

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

Budgeted cost: £ [9505.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working with families to develop effective home learning environments.</p> <p>Non-teaching Parent / pupil support staff equivalent to 2 day per week.</p>	<p>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.</p> <p>There is strong evidence that parental engagement approaches have a positive impact academically (EEF parental engagement approaches) but also benefits parents and carers mental well-being (Beaucroft Parent Support, course evaluations).</p>	5
<p><i>Behaviour lead to write and implement Behaviour Curriculum through whole school inset and target workshops.</i></p>	<p>Both targeted interventions and universal behavioural approaches have positive overall effects. EEF Teaching and learning Tool Kit, behavioural Interventions. The Tool kit also states social and emotional learning approaches have a positive impact.</p>	1,3
<p>Explore and develop PfA opportunities including:</p> <ul style="list-style-type: none"> workshop opportunities and Implementation of ASDAN qualifications Employability Personal Progress <p>Continue to enhance and promote enrichment opportunities across the curriculum to ensure disadvantaged pupils have equitable access to cultural and extracurricular experiences comparable to their non-disadvantaged peers.</p> <ul style="list-style-type: none"> Residentials Sports events 	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time)</p>	1,4

Total budgeted cost: £ [£59579.00]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

24-25 review of Intended Outcomes

To support the development of numeracy skills across the school (SDP Quality of Education 1.1).

100% of those pupils entered for external examinations in Maths at Beaucroft school passed. 38% of this cohort were pupils receiving PP funding. Of those pupils entered for the higher level papers Entry levels 2-3, 14% were in receipt of PP funding.

Pupils continue to be given opportunities to access situations to problem solve in real life situations e.g. using money to access transport, purchase items in shops, count and weight produce in supermarkets.

100% of those pupils enter for external examinations in English passed. 35% of this cohort were pupils receiving PP funding. Of those pupils entered for the higher level papers Entry levels 2-3, 10% were in receipt of PP funding.

YARC reading assessments and Read Write Inc continues to be used throughout the school to develop reading and key staff are undergoing training in the Fresh Start reading programme to focus on the development of older readers.

See and Learn continues to be trailed and will be rolled out across the school and college to support pupils who find it difficult to learn to read phonetically. See and Learn offers carefully structured, evidence-based activities and guidance to help children to speak more clearly, to communicate more effectively and to learn to count.

To improve communication, interaction and language skills (SDP School Context).

Beaucroft has continued to follow a universal, targeted, and specialist model of intervention. Speech and language therapy assistants (SaLTA) support the registered speech and language therapists in the delivery of clinical services. This approach has allowed the S&L team to work with many more pupils.

- 23 current EHCP students 2025-2026 Targeted/Specialist
- 55 non-EHCP students (currently active Sept 24) Targeted/Specialist

Total Communication 2024-25

The Speech and Language Therapy (SaLT) team has continued to maintain and further develop the school's Total Communication approach across both the school and college sites, in close collaboration with the communication lead. An annual review of communication needs within classrooms has been undertaken, with ongoing support provided to communication representatives to identify, prioritise, and address communication needs and opportunities. This

ensures that all pupils are equipped with the necessary tools to effectively communicate their wants and needs.

Basic Communication Skills, Total Communication, Signalong, and Emotional Literacy have been firmly established as core components of the termly staff induction programme. In addition, the school's Continuing Professional Development (CPD) offer has been enhanced through the inclusion of further speech, language, and communication-focused training opportunities. Signalong Foundation Courses continue to be delivered biannually, supplemented by refresher workshops and the ongoing "Sign of the Week" initiative.

The SaLT team will continue to provide targeted staff training and classroom-based support, alongside regular intervention sessions for individual pupils and groups, thereby ensuring the continued embedding of effective communication practices throughout the school community.

To ensure that there is effective and consistent support in place for our students with emotional regulation, anxiety, low self-esteem and confidence difficulties (SDP Behaviour and Attitudes 1.1).

Beaucroft has continued to develop strategies to support pupils with emotional regulation difficulties, anxiety and low self-esteem. Including the adoption of zones of regulation throughout the school to improve to improve pupils' emotional literacy. The number of Restrictive Physical Interventions (RPI's) have remained consistent after a significant fall from the proceeding 3-year period. Serious incidents have seen a rise however these incidents are restricted to a small number of pupils. Factors such as larger class groups and increased number of pupils on site are likely to be contributing factors.

Autumn term 22/23 RPI's 7 Serious Incidents 40

Autumn term 23/24 RPI's 12 Serious Incidents 46

Autumn term 24/25 RPI's 8 Serious Incidents 75

Improve attendance.

Comparing the same period in 22-23, 23-24 and 24-25 attendance has remained consistent and below national statistics for state funded special schools as published by the Department of Education.

- in state-funded special schools (authorised and unauthorised)

<i>State-funded special schools</i>	<i>13.16%</i>	<i>authorised</i>	<i>9.38%</i>	<i>unauthorised</i>	<i>3.78%</i>
<i>Beaucroft Foundation School</i>	<i>9.3%</i>		<i>7.9%</i>		<i>1.4%</i>

	Attendance pupil premium	Attendance non-pupil premium
22-23	89.51%	90.78%
23-24	88.18%	90.74%
24-25	88.05%	90.76%
<p>Beaucroft continues to advance its Therapeutic Thinking approach, aimed at supporting pupils in developing self-esteem and overall well-being. This is achieved through careful analysis of underlying needs and the implementation of strategies designed to provide positive and meaningful experiences. The school maintains strong partnerships with external agencies, including CAMHS and other specialist therapists, to ensure that pupils are fully supported in accessing education.</p> <p>In-depth knowledge of pupils' individual circumstances, combined with the dedicated work of the Parent Support Team, has been instrumental in promoting good attendance. Furthermore, the implementation of SIMS has enhanced reporting processes and facilitated more effective monitoring of attendance and pupil engagement</p> <p>Ensure equality and equity of access of resources and enrichment and extra-curricular activities.</p> <p>As stated in government legislation and in line with Beaucroft School's policy, pupil premium funding will be used to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers. This continues to be accomplished by ensuring that no child irrespective of economic background will be disadvantaged and that the opportunities to take part in enrichment and extra-curricular activities are not limited.</p> <p>In relation to this 100% of PP students, where the offer of a residential trip was made and parents consented were able to attend. Students who receive pupil premium have continued to have access to a wide range of resources including sensory and IT resources, educational activities such as independent travel training and life skills cooking as well as educational visits that support our curriculum offer and enrichment activities within the community such as 1HQ café</p>		

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
See and Learn	Down Syndrome Education International
Read write inc	Oxford University Press
White Rose Maths	Trinity Mat
Fresh Start (Read write inc)	Oxford University Press

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.