



# Pupil premium strategy statement 2025-26 – Newfield

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	241
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2025/2026 - 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rachel Kay, Headteacher
Pupil premium lead	Jenny Riley, Deputy Headteacher
Governor / Trustee lead	Sara Barr Frost, CoG and lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,184 <i>There will be a further allocation, yet to be determined, in the new financial year, after April 2026, with indicative funding over the whole academic year tbc.</i>
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	Approx. £95,000 <i>Indicative full year (subject to change due to final allocation and increasing numbers)</i>



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## Part A: Pupil premium strategy plan

### Statement of intent

#### Wider Context to school location.

The socio- economic context of our pupils means they live in an area of high social deprivation where adults:

- Have little or no qualifications,
- who are more likely to be out of work or have a very low income often in receipt of benefits and subsistence allowance,
- a high level of involuntary exclusion from the workplace through lack of job opportunities or poor health,
- a high level of early mortality and disability with both physical and mental ill health
- Poor quality of housing usually in the rented sector however in some circumstance within easy reach of facilities and services being town/city centre based
- This also impacts on the more marginalised groups of our society, including those seeking asylum and migrants to Blackburn

Understanding the **socio-economic situation** of our intake ensures we provide *all* pupils with;

- A robust curriculum which widens their horizons, addresses their mental health and wellbeing and responds to individual need.
- knowledge and skills that are meaningful to their life and journey into adulthood
- A clear staffing structure that allows for the extended work with families and engages hard to reach families with a nurturing approach.
- A clear and firm approach to attendance and expectations ensuring boundaries are set and dialogue is maintained
- A research-based approach to positive behaviour support that identifies triggers and antecedents before behaviour arises and aims to promote proactive strategies and enhance the quality of life for the individual.

#### School Context

Our whole school vision is that all pupils, irrespective of their background or the challenges they face, make excellent progress against individual starting points, and achieve high attainment across the curriculum and individual outcomes contained within their EHCP.

Our guiding principle is:

***‘Never do for a child what they can, could or should do for themselves.’***

Within this Newfield seeks equity for all, so that no child is disadvantaged regardless of being in receipt of Pupil Premium. Within our cohort that attract Pupil Premium, we can show that the majority do not present as low attainers in relation to their peers.

At the heart of our approach is *quality first adaptive teaching* focussed on areas where assessment has identified that our pupils require it most – key barriers to learning. This includes specific targeted support based on robust diagnostic assessment of need, helping pupils to access a broad and balanced curriculum.

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This strategy is focused on raising the educational attainment of disadvantaged pupils of all abilities and as such it aims to benefit all pupils in our school to reflect our holistic team around the child model.

Funding is therefore also spent on whole-school approaches, such as high-quality teaching which is also seen to have a greater cost benefit. Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria.

It can be used:

- to support other pupils with identified needs
- for whole class interventions which will also benefit non-disadvantaged pupils

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils 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 pupils will be improved alongside progress for their disadvantaged peers.

## **Specific Context to Disadvantaged Pupils**

Whilst all of our pupils have a highly personalised curriculum focussed upon their own needs and barriers to learning, Pupil Premium is being used to ensure that these students have access to a specialist high staff to student group and operate individual timetables.

These students also benefit from access to communication, physical and sensory interventions, planned and delivered by experienced staff as outlined in the projected spending.

We will also provide disadvantaged pupils with specific support to develop independent life and social skills and continue to ensure that they have full access and entitlement to experiences which enrich their learning beyond the classroom to support cultural capital

Our strategy will be driven by the ongoing and changing 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.

We work alongside therapists and specialist teachers in full consultation with families to embrace a multi-disciplinary team around the child approach.

We then seek to equip staff with the attitudes, skills and knowledge to offer provision and experiences which maximises their chances of achieving the ambitious targets we set them.

Based on formal and informal assessments, with the intention of offering our (disadvantaged) learners opportunities to develop the relevant skills and experience they require to be prepared for adulthood, we believe that priority should be made to ensure the following objectives are met:

- Communication and social interaction
- Personal and Social Development including physical and emotional wellbeing
- Behaviour, regulation and attendance to support engagement in learning

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All of the identified provision for pupils laid out within this plan is referenced against at least one of these criteria. The amount of pupil premium grant will vary from year to year and will be enhanced from the total school funds available. This ensures that all of our children receive sustainable and consistent staffing expertise and targeted specialist support where needed.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils generally have greater challenges around <b>communicating and expressing their feelings and needs</b> than their peers, including non-verbal/limited language.</p> <p>This means our staff need access to highly qualified specialist training, and high-quality resources in order to promote the communication of our pupils in all areas of the curriculum.</p> <p>This also creates a priority focus on enabling pupils to develop their expressive and receptive communication via a number of appropriate means including augmentative technology.</p> <p>Co morbidity of complex needs results in associated challenges in our students having appropriate social interaction and regulation skills. Often students have learnt ways to get their needs met that suit them but are unhelpful.</p> <p>This means our staff need access to focused training, and high- quality resources in order to promote pupils' ability to develop regulation and engagement skills.</p>
2	<p>Many of our disadvantaged students have <b>highly complex needs</b> including physical disabilities, complex medical needs and possible deterioration in physical skills and/or health, including mental health</p> <p>This requires a high level of specialist support, equipment and staff expertise to access the most appropriate environment for learning.</p> <p>This co-morbidity of complex needs impact ability to learn and access the curriculum.</p>
3	<p>Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils are generally less likely to have opportunities to <b>make healthy choices, be physically active and access opportunities outdoors</b> and in the wider community</p>
4	<p>Our assessments, observations and conversations with pupils and their families indicate that disadvantaged pupils often require <b>additional support to develop personal and independence skills</b>.</p> <p>Associated issues in relation to the <b>mental health and wellbeing</b> of CYP and family, including emotional dysregulation and challenging behaviours, has a significant impact of both the children and their families.</p>

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	In relation to Maslow hierarchy this means that many students are not naturally in a place to learn and engage without a high level of additional support.
5	<p>Through observations and conversations with pupils and their families, we find that our disadvantaged pupils generally have fewer opportunities to develop <b>cultural capital outside of school</b>, particularly alongside their peers.</p> <p>This means they need to have access to a wide range of experiences in relation to 'learning outside the classroom'</p> <p>Additionally, there is a real challenge to find suitable local provision for pupils when they leave school due to their complex needs.</p>
6	<p>Pupil Attendance and Parental Engagement in learning</p> <p>A lot of our parents face a range of challenges due to having a child with a specialist need. In some cases, our parents require support around understanding their child's disabilities, training in this area is of a priority for the school.</p> <p><b>Attendance:</b> Newfield pupils have a wide variety of complex medical/behavioural needs. This does affect the attendance of some of our pupils, however we still have extremely high expectations for attendance.</p> <p>We need to work proactively to ensure parental engagement and support for attendance due to parental concerns and familial issues, including advice from paediatricians regarding wellness to attend school.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>

## 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.

Challenge number	Intended outcome	Success criteria
1	Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	<p>Through achievement of EHC plan termly outcomes.</p> <p>Students make no less than expected progress - reported to governors</p> <p>Pupils access a range of communication systems to develop receptive and expressive communication skills</p> <p>School attains accreditation as a CFS – <a href="#">Communication Friendly Setting</a></p>
2	Pupils with complex needs have enhanced support with their medical needs in a bespoke environment, from a staff team who are trained and equipped to focus on meeting complex healthcare needs and supporting learning	<p>Through achievement of EHC plan termly outcomes.</p> <p>Specialist CPD ensures staff are equipped to meet the need of the cohort</p> <p>Specialist environments reduce barriers to learning and engagement</p>

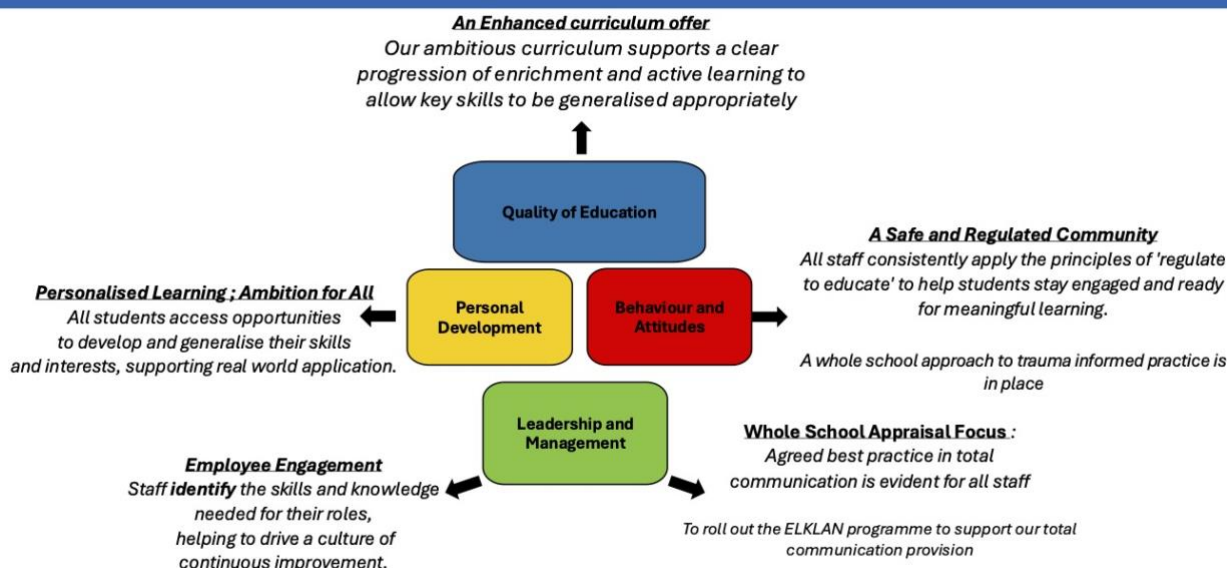


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3,4	All pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>Through achievement of EHC plan termly outcomes.</p> <p>Through observations and discussions with pupils and their families.</p> <p>Pupils evidence increased levels of independence</p> <p>Pupils engage in a range of cultural capital activities</p> <p>All pupils can access high quality outreach activities and work experience</p>
3,4	Pupils feel better prepared for next steps in learning and preparation for adulthood	Through achievement of EHC plan termly outcomes.
3,4	Pupils are well regulated and have opportunities to engage in a wide range of physical activities, indoors and out, to support healthy a physically and mentally lifestyle	<p>Through achievement of EHC plan termly outcomes.</p> <p>Reduction in recording of behavioural incidents</p> <p>Through observations and discussions with pupils and their families.</p>
5	Barriers to attendance of school or cultural capital visits are removed or reduced	<p>Through achievement of EHC plan termly outcomes.</p> <p>Total access to cultural visits</p> <p>Pupils engage in a range of cultural capital activities with wider number of peers</p>
6	Pupils' attendance is excellent and parents support this due to understanding the support available in school and engaging well with it.	<p>Current levels of school attendance sustained or improved – where necessary swift intervention put in place.</p> <p>Parents are supported to engage with school where needed and this is evidenced from parent surveys.</p> <p>Increased parental engagement via parent support groups/ training</p>

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## School Improvement Targets 2025-2026



## 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: **£18,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Interaction</p> <p>Embed <b>total communication approach</b> supporting communication champions in each class</p> <p>TLR in post to support total communication approach (£6,500).</p> <p>Makaton tutor released to deliver sessions for staff and parents (£5,500).</p>	<p>Speech &amp; Language support &amp; interventions, both group and individual Approximately 70% of those eligible for the PPG have a prominent Communication &amp; Interaction need identified through their EHCP. The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language &amp; communication, which is endorsed by the Royal College of Speech and Language Therapists: <a href="#">What works database</a></p> <ul style="list-style-type: none"> <li>TLR supporting further development of our total communication approach</li> <li>From training needs analysis and appraisal feedback we have identified that staff need training in Makaton as skills have been lost with staff changes</li> </ul>	1



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6 key staff completing CPD via <a href="#">ELKLAN</a> on supporting childrens language and communication in areas of Autism, SLD and Complex Needs. (£5,300).	<ul style="list-style-type: none"> <li>All staff have bespoke training from in-house ELKLAN practitioners to enhance understanding of communication needs and how to support learners' development.</li> <li>Identified pupils are provided with therapeutic communication interventions and support. Class teams develop bespoke communication strategies as part of timetabled input. Parents and carers are supported in implementing bespoke communication strategies at home. <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	
Intervenor training for 3 teachers working with learners with PMLD/MSI (£1,500)	Targeted training, to be disseminated amongst teams, to ensure a high level of understanding and skill in approaches to meet the learning needs of our most complex learners. <a href="#">Seashell Trust</a>	2

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

Budgeted cost: **£27,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist HLTA post – Regulation Support (£16,000).	<ul style="list-style-type: none"> <li>From analysis of incident data via CPOMS and IRIS we have identified groups of students needing a more embedded sensory lifestyle provision and resources</li> <li>Early Intervention addressing a three- tiered approach to regulation – physiological, emotional and cognitive, is crucial in being able to improve the lives of children, adolescents and adults who, when suffering from emotional pain or trauma that is left untreated, may go on to develop more serious mental health issues.</li> <li>LEHSS are a researched based team linked to Lancaster University who offer ongoing training to staff in Lancashire schools to support emotional health and wellbeing: <a href="http://wp.lancs.ac.uk/lehsc/">wp.lancs.ac.uk/lehsc/</a></li> </ul>	3,4
To support school becoming attachment and trauma informed (linked to 3 Year SDP target & current SIP targets – see above) TLR position (Physical & Sensory) to support enhanced Sensory Integration lifestyle. (£6,500).	<ul style="list-style-type: none"> <li>From experience, impact of training is more effective by a tiered approach where knowledge and skills can be cascaded down to impact more 'on the ground' – this applies the principle of adult learning. <a href="#">The OSF (On-the-Job, Social, Formal) Ratio - Training Industry</a></li> <li><a href="#">Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a></li> <li>Identified in proactive strategies to behaviour on regulation support plans or sensory diets</li> <li>Where additional internal support or commissioned external support is identified for</li> </ul>	3,4



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Continued subscription to SEI platform (£200 per annum). Sensory Integration Physio specialist support (£5,000).	those who require advice, assessment and therapeutic programmes in relation to their sensory needs, sensory input is timetabled as part of a personalised timetable. <ul style="list-style-type: none"><li>Julia Dyer will provide a tiered support package: <a href="#">Home - Julia Dyer Sensory Integration Training and Consultancy, North West England UK</a></li></ul>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£48,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance provision for our sensory learners £15,000 (carried over) 4D studio x 2 Hall space Development of traditional sensory room (£5,000)	<ul style="list-style-type: none"> <li>As part of our curriculum development planning we are enhancing our existing 4 sensory studios for specific access to groups based on curriculum theme to enhance the immersive experience and develop engagement, interaction and communication</li> <li>Building and development of a new complex needs area of school will require further enhancement by creation of sensory spaces.</li> <li>The work of Barry Carpenter et al supports the need for immersive environments to engage students with complex needs</li> </ul> <a href="#">Training materials for teachers of learners with severe, profound and complex learning difficulties</a> (www.complexneeds.org.uk/)	2,6
Enhanced provision for Explorers £20,000	<i>'In the early years, the school has not considered carefully enough how it uses its indoor and outdoor spaces. As a result, the quality of opportunities for children to engage in play is variable. This hampers their ability to develop curiosity, to explore and to foster active learning through play.'</i> Ofsted 2024 <ul style="list-style-type: none"> <li>We continue to develop provision for our youngest learners, having last academic year addresses the outdoor environment, we will now equip all Explorers classrooms with bespoke resourcing to better promote learning, engagement and so attendance and attainment.</li> </ul>	1,3,4,6
Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in arts education. (£2,000)	<ul style="list-style-type: none"> <li>As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></li> <li>By planning for cultural capital within the curriculum, schools can help those students who may otherwise not have high cultural capital and, in doing so, help reduce social inequalities (Quigley, 2022). <a href="#">Cultural Capital - Blog : Chris Quigley</a></li> </ul>	5

**Total budgeted cost: £95,000**



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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the educational performance of our pupils during the previous academic year, drawing on our own internal summative and formative assessments.

Our evaluation of the approaches delivered last academic year indicates that the focus on engagement, communication and access to enhanced cultural capital was particularly successful as the schools 'regulate to educate' approach allowed for more bespoke interventions, facilitating enhanced engagement and thus improved learning outcomes.

An analysis of the end of key stage information from Annual Reviews shows us that there has been an enhancement on the educational attainment of our disadvantaged pupils of all abilities to help them reach their potential.

Any increase /reduction compared to the attainment of EHCP outcomes from the previous academic year is shown in brackets below ( )

At the end of KS1 80% of outcomes where good progress has been made, achieved or exceeded (this is a reduction of 6% from 23-24), this is very positive as previous years have been significantly lower - this is because we are changing unsuitable outcomes and our observation is that nurseries are getting better at setting them

At the end of KS2 77% of outcomes where good progress has been made, achieved or exceeded (this is a reduction of 14% from 23-24), however we are aware of the specific issues affecting certain learners where their needs/ life experiences impact upon achievement

At the end of KS3 79% of outcomes where good progress has been made, achieved or exceeded (this is a reduction of 16% from 23-24), however this is a small cohort with a large proportion of children with PMLD which has influenced the % as they only made a little progress (or stayed the same) which at this age phase is typical

At the end of KS4 96% of outcomes where good progress has been made, achieved or exceeded (increase of 1%) by this point in the young person's learning career, we know them well, have a good idea of their trajectory and this set aspirational, and achievable outcomes)

Children are making good or better progress with their communication EHCP outcomes.

Our in-house Makaton Tutor has been rolling out training to staff, and the focus on ensuring a total communication approach across school will continue.

There has been a significant priority given to improving regulation of children across school, with the creation of sensory regulation zones as well as upskilling of staff to support children's sensory needs. The TLR for physical and sensory has delivered whole school training for all class-based staff and now carries out training on induction for all new staff, further enhancing the staff understanding of the importance of the 'Sensory Integration lifestyle' to support learners.

Whole school attendance has improved at 88.71% for 24-25 (further improvement on 87.52% for academic year 23-24).

The enhancement of cultural capital is evidenced on our [blog](#), throughout the school and the impact shown in the independence aspects of pupils EHCP outcomes.

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The enhancement of provision for our sensory learners (in terms of development of the 4D studio spaces) will carry over into next academic year.

Based on the information above, there has been an enhancement on the educational attainment of our disadvantaged pupils of all abilities to help them reach their potential in the academic year 24-25.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

### Externally provided programmes

Programme	Provider
Cookstars - structured sessions that centre around children making their own delicious dishes from scratch, providing interactive learning with plenty of opportunity for 'hands on' experience	<a href="#">Cookstars Rossendale and Blackburn.</a>

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## Further information

### Planning, implementation, and evaluation

In planning this years' pupil premium strategy we aligned the priority focuses with our ongoing school improvement and evaluation cycle.

This is also a response to the changing needs of the school population and the impact of a number of new staff who require a high level of focused training.

We have considered the building and development of our new complex needs base in school, as well as feedback from Ofsted regarding our provision for our youngest learners.

We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and disseminate with other staff – creating lead learning teams.

Our main priorities are as follows;

- Upskilling staff via enhanced training programme – linked to SDP 3-year priority
- Developing a whole school total communication approach and being accredited as a 'Communication Friendly Setting'
- Whole school approach to understanding and supporting pupils experiencing dysregulation.
- Ensuring school offers the appropriate learning and sensory environment for the different groups of learners.
- A continued focus on ensuring the best attendance possible for all learners.

The pandemic also gave us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result. Within this we continue to support the scope of our family wellbeing team and are developing an enhanced parent training and support offer.

We have therefore aligned aspects of our focus with the local area context improvement plan which reflects the particular socio-economic aspects of the school.

This has also led to a focus on

- Pupil attendance and parental engagement
- Pupil behaviour linked to attachment and trauma-based approach
- Supporting opportunities to develop cultural capital

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.