

Pupil premium strategy statement – *Pictor Academy*

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	122
Proportion (%) of pupil premium eligible pupils	38%
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 to 2027/2028
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26
Statement authorised by	Jo Williams Head of School
Pupil premium lead	Kerry Butler
Governor / Trustee lead	Jess Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,965
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>	£61,965

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. We believe that by supporting pupils and their families in meeting their physical and social-emotional needs, reducing anxiety and improving feelings of security, that we will see them flourish both academically and as members of our community.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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.

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 ultimately require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	The emotional and mental health needs of our pupils and families (including attachment difficulties, anxiety relating to individual responses to their environment), their ability to self-regulate and ability to engage in learning. This has been identified through PP behaviour analysis data, staff feedback and reports, and Evidence for Learning assessment system.
2	Our pupils need specific teaching to enable them to progress socially, learning to accept, and engage with others and learning how to communicate with them.
3	Analysis of the needs of our pupils reveals a high number with significant sensory needs that impacts on their ability to access learning in all areas.

4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This has been impacted further by the cost of living crisis
5	Through conversations and meetings with pupils' families we find that parents/carers require help/documentation from school in order to access support or are unaware of the support available and benefit from help finding it. Many of our pupils have significant needs that put significant pressure on the family environment. Supporting improved quality of life for families is an important role of the school.

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
Improved engagement in learning	<p>Pupils will be developing/secure in 80% of their EHC annual targets. This includes positive progress made towards communication targets and SaLT aims which has supported pupil's access to and engagement across the curriculum.</p> <p>Evidence gathered through Evidence for Learning and specifically the use of the Engagement Model shows pupils engage well with learning experiences offered.</p>
Increased ability of pupils to self-regulate	<p>The Behaviour Lead will have the capacity to provide consultation to teachers, teaching assistants and parents/carers to collaborate on highly personalised regulation strategies.</p> <p>Strategies to support regulation will be further embedded in the school curriculum and evidence of these approaches will be apparent in the school environment as well as in behaviour and attitudes. The impact will be evident within reports, learning journeys and through achievement of EHC annual targets.</p>
Improved self-esteem and emotional resilience, with a reduction in pupil anxiety	Impact will be evidenced through behaviour analysis, school attendance data, Evidence for Learning, achievement of EHCP targets and observations of relationships between staff and pupils.

Through a range of social and interactive activities disadvantaged pupils will have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
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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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Flexible, enhanced staffing to allow for higher staff/pupil ratios, smaller learning groups and increased opportunities for social interaction	<p>The EEF toolkit refers to the extensive evidence of the high impact that improved communication has on achievement. The school vision for 'autonomous communication' is extended through purposeful, curriculum-focused dialogue and interaction. Specific communication needs are highlighted through EHCP outcomes and support is targeted.</p> <p>Small group tuition has also been shown to be effective in improving attainment. This is referred to in the EEF toolkit but we have also seen evidence within school of improved engagement and learning when pupils work in smaller groups. Evidence shows that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	1, 2, 3
CPD for teaching staff on the Equals Curriculum, Intensive Interaction, Rebound Therapy, Tacpac and Trauma Related	According to the EEF toolkit, therapeutic social and emotional learning approaches have a positive impact on additional progress in academic outcomes and the importance of being able to effectively	1, 2, 3

Practice to help pupils with emotional regulation	manage emotions is beneficial to children and young people even when it doesn't translate into academic scores.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Speech and Language therapy across the school. A proportion of PP funding is used to increase SaLT provision by employment of a Speech Therapist 3 days per week and an Assistant Speech Therapist 3 days per week	<p>Effective SaLT leads to</p> <ul style="list-style-type: none"> • Improved fluency, articulation and understanding according to the child's preferred mode of communication • Where appropriate improved coordination and strength of speech muscles; • Improved auditory processing and phonological awareness skills • Improving literacy and pre-literacy skills; 	1, 2, 3
½ day play therapy provided per week in school by a Qualified Play Therapist to identified pupils. This allows for three pupils at a time to undertake a block of twelve sessions which will be extended if necessary on review.	Schaefer, 1993 suggests that play is as important to human happiness and well-being as love and work. Play therapy offers pupils the opportunity to help them cope with difficult emotions and find solutions to problems (Moustakas 1997, Schaefer 2005)	1, 2

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

Budgeted cost: £ 61,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p>	<p>1, 3</p>
<p>Parent Support Advisor employed by the school for 2 days per week to</p> <ul style="list-style-type: none"> -build relationships with parents, including coffee mornings -provide support to parents in finding the help they need at home -work alongside parents to implement strategies used in school within the home 	<p>The EEF toolkit describes the positive impact parental engagement has on improving attainment and particularly note the importance of supporting parents in assisting their children's learning or their self-regulation.</p>	<p>1, 5</p>
<p>Funding assisted places on the 5 day Residential Outdoor Activity break to Bendrigg for those who wouldn't otherwise be able to attend</p>	<p>Each year we clearly see the positive benefits on academic learning and beyond of this experience at Pictor Academy. Every year we see those pupils who take part in the trip gain confidence in their own abilities as they take a trip away from home, some for the very first time, and engage in challenging activities which they are successful in achieving. The impact goes beyond those who attend the residential week with other pupils in school engaging in talk about the pictures they see displayed through the year following the trip.</p>	<p>1, 2,</p>

Total budgeted cost: £ £61,965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2024/5 indicated that disadvantaged pupils academic and wider development outcomes were in line with non-pupil premium children.

Our Pupil Premium Impact

We used our funding to provide a mix of wellbeing support and specific help tailored to each child's unique needs.

Better Engagement in Learning

Our Pupil Premium (PP) children are just as involved in their learning as their class peers. By using a personalised curriculum that taps into their individual interests and strengths, we've seen these children become much more active in lessons. We've also focused heavily on communication skills, which has given our pupils the "voice" and confidence they need to take part in a wider range of school activities.

Improving Self-Regulation

We've seen no real difference in behaviour incidents between our PP and non-PP children. In many cases, our close monitoring shows that these pupils are actually getting much better at managing their own emotions and staying calm (self-regulating). Because they are now better at communicating how they feel, they can express themselves appropriately rather than becoming frustrated.

Building Confidence and Resilience

Specific activities like hydrotherapy, rebound therapy, and play therapy (delivered by our visiting therapist from Longford Park) have been a huge success. We track these carefully and can see that they provide a safe space for pupils to work through their sensory and emotional needs. This has led to happier, more resilient students who feel less anxious about school.

Preparing for the Future

We've worked hard to help our disadvantaged pupils feel more independent and ready for life outside of school. Through various social activities and community trips, our students are growing in confidence. This progress is backed up by our observations and regular chats between our Family Support Worker and parents, showing that our pupils are becoming better prepared for adulthood.

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
N/A	