Pupil premium strategy statement – Year 2025-2026
Chatsworth High School & Community College

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	As at Autumn Census 2024 Total 195 140 in Year 7/11 55 Post 16
Proportion (%) of pupil premium eligible pupils	55% of Y7-11
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)**	2025/2026-2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Andrew Taylor, Executive Head Teacher
Pupil premium lead	Richard Wilkinson, Deputy Headteacher
Governor / Trustee lead	Jamie Clouting, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,775
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£82,775

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. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focused on areas that disadvantaged pupils require 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

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

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 the use of the learner assessment.

2	Our pupils need specific teaching and support to enable them to progress socially and to learn to accept, engage and communicate with others.
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. These individuals and their families benefit from help finding it. Many of our pupils have needs that put significant pressure on the family and home 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	Pupils will annually achieve 90% or higher in terms of progress against their core EHCP targets or show good progress against their personalised learning intentions (for pupils on the Equals Curriculum). Pupils on the relevant curriculums will demonstrate good progress against subject markers. Attendance will remain above 90%. The outcome will be support by feedback from Learner Voice meetings and families.
Increased ability of pupils to self-regulate	The Behaviour Lead will have the capacity to provide consultation to teachers, teaching assistants and parents/carers to collaborate on highly personalised regulation strategies, resulting in a reduction in behavioural incidents and RPIs, as documented through the school's behaviour recording systems.
Improved self-esteem and emotional resilience, with a reduction in pupil anxiety	Impact will be evidenced through learning journeys, increasing positive feedback from staff and pupil voice and 90% or higher progress against core EHCP targets and good progress against learning intentions and in curriculum subjects.
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.	Disadvantaged learners will have increased access to community learning opportunities. Through ongoing curriculum development, learners will engage with yet more activities to prepare them for adulthood. Confidence

	will be measured through observations and discussions with pupils and their families.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Flexible, enhanced staffing to allow for higher-than-average staff/pupil ratios, smaller learning groups and increased opportunities for social interaction.	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. 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.	1, 2, 3, 4, 5
Continued CPD for teaching staff in therapeutic and alternative strategies, including Intensive Interaction, Autonomous Communication, Rebound Therapy, TacPac, Zones of Regulation, SEMH, trauma and psychological approaches to help pupils with emotional regulation.	Intensive Interaction is based on research showing the style of interaction that is connected with effective learning for infants (in Western culture). The use of this style in Intensive Interaction with people with learning disabilities has been positively evaluated. Nind's (1996) study showed that the participants developed behaviours that helped to sustain interactions (looking, smiling, vocalizing), developed their ability to be engaged in interaction and learned to initiate social contact. They made advances in their ability to communicate needs and preferences, their vocal imitation, and communication through sounds and gestures. In some cases, stereotyped behaviour reduced. There are also a	1, 2, 3, 4

	number of published case studies illustrating the progress that children and adults have made. These also show benefits for the interactive partners.	

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

Budgeted cost: £45,000

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.	Effective SaLT leads to • 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, 4
Strategic therapeutic provision: Full day of art therapy provided per week in school by a qualified Art Therapist to identified pupils. This allows pupils to undertake a block of sessions which will be extended on review if necessary. Sensory Occupational Therapy input allocated as required. Educational Psychologist input allocated as required.	Qualitative research with children, parents and teachers has found that school-based art therapy was reported as helping children explain feelings and emotions more easily (Deboys et al., 2017) while sessions are also enjoyable (Deboys et al., 2017; McDonald et al., 2019; McDonald & Holttum, 2020). Children who engage with art therapy were perceived as happier, more settled, calmer, having fewer behavioural outbursts, more confident, and engaging better with schoolwork (Deboys et al., 2017; McDonald et al., 2019; McDonald & Holttum, 2020). An occupational therapist's knowledge of sensory processing offers families and carers insight into a person's sensory needs, facilitating a better understanding and management of their behaviour (Cohn et al 2000; Dunstan and Griffith 2008). Evidence suggests self-management strategies can be successful in en-	1, 2, 3, 4

	hancing performance and participation (Dunn et al 2012) and performance orientated approaches support a better fit between the young person, their environment and the task (Rodger et al 2010). Such 'top down' approaches which focus on improving functional activity performance and participation have been identified as the most effective interventions (Novak and Honan 2019). Interviewees identified a range of positive outcomes from EPs' support for children, young people and families, school/education settings, and more widely at the system level…. Perceived impacts of EPs' work for children and young people included children and young people's needs being identified more efficiently than without EP intervention, and children and young people feeling heard, understood, and empowered. Parents/carers reported having enhanced parenting skills as a result of their improved understanding of their child's needs and their own strengths as parents/carers. 3 Portage is a home-visiting, early intervention support available for pre-school children with additional needs. 12 Key outcomes for education setting staff included increased knowledge, ability and confidence to identify children and young people's needs. Some school staff also felt emotionally supported by EPs. Outcomes for the whole school included improved relationships with families, and implementation of new, whole-school approaches to tackling issues (Educational psychology services: workforce insights and school perspectives on impact Research report June 2023, Department for Education).	
Lead teacher to further develop and review Student Voice Programme. Student Voice workshops to develop autonomy and self-esteem. Development of total communication environment	**Mentally Healthy Schools:** Pupil voice in schools means a whole-school commitment to listening to the views, wishes and experiences of all children and young people. It means placing value on what children and young people tell school staff about their experiences.	1, 2, 4

to facilitate communication for all students and the ability to be heard.	Children and young people need to be provided with meaningful opportunities to share their experiences, views and hopes about their school. Pupils need to know that it is safe and that it is important for them to express their views on what happens at school. They need to know that what they say is valued and will be listened to and considered. Schools with a strong commitment to pupil voice have reported many positive outcomes. These include a reduction in exclusions, better behaviour, better relationships across the whole-school community, and improving attainment and attendance – all of which can also improve your school's rating by the school inspectorate. Thinking School Network: a research informed approach to the teaching of thinking. They created a unique, whole-school approach that fused scientific evidence with what actually worked in classrooms. Bob and Exeter University became the accreditor of schools taking this approach whilst Richard and Thinking Matters' precursor, Kestrel Education, provided schools with training in it.	
Aspiration day activities led by AHT and facilitated by teachers and TA4's, TA3's and TA1's.	There is a clear link between student aspirations and outcomes at aged 19+. Those students who have higher aspirations are able to gain employment and lead more fulfilling lives as an adult.	1, 2, 4, 5
Equals Curriculum: further development/implementation.	DFE: Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition. The Equals Curriculum is further subdivided into the Pre-Formal and Informal Curriculums. These curriculums are wholly ipsative in terms of progress tracking and support learners to focus on foundational aspects of	1, 2, 3, 4

	learning, including social communication and interaction, development of self-esteem and identity, alongside key independence and life skills and self-advocacy.	

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation training for staff and equipment available for PP learners with sensory needs, including those with autism.	Some children (and adults) have more difficulty regulating themselves than others. This could include difficulty with sensory regulation and/or emotional regulation. Difficulty with regulation is often reported in autism, ADHD and attachment disorders. We have observed that sensory equipment and resources such as weighted blankets, scooter boards, peanut balls and additional proprioceptor equipment can be effective at providing support for our learners with sensory needs.	1, 2, 3
Family Support Worker employed by the school for 2 days per week to • build relationships with parents • provide support to parents in finding the help they need at home work alongside parents to implement strategies used in school within the home	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.	1, 2, 3, 4, 5
Breakfast Club: All pupils to receive a morning meal and drink.	Schools perceived important benefits from having a breakfast club. As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils… Additional positive impacts on pupils' social development and the way in which they helped some pupils make wider friendship groups and become more confident were also highlighted by schools (Evaluation of Breakfast Clubs in	1, 2, 4

	Schools with High Levels of Deprivation Research Report March 2017 Noreen Graham, Elbereth Puts and Dr Shane Beadle, ICF Consulting Services Ltd, Department for Education).	
Enhanced learning and enrichment opportunities for all: • Forest School & Enrichment Co-Ordinator • Work Placement Co-Ordinator • Manchester United Foundation	Providing students with more opportunities to access high quality learning beyond the classroom experiences can: • Open their eyes to the world around them and allows them to develop into well-rounded citizens • Enhance academic attainment and personal development Support their health and well-being, and spiritual, moral, social and cultural needs	1, 2, 3, 4

Total budgeted cost: £83,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2024/2025 indicated that there was no significant difference between learners who received pupil premium when compared to whole school progress and those learners who do not receive Pupil Premium. Data for these evaluations has been gathered in a holistic manner, triangulating qualitative and quantitative findings from Evidence for Learning, classroom visits, learner work and a range of other quality assurance activities.

Based on these findings we can confidently state that the strategies put in place had a positive impact.

Please see below for more details.

Improved engagement in learning: In terms of core targets, learners who receive Pupil Premium made progress against 93.67% of core targets last academic year, whilst learners who do not receive Pupil Premium made progress against 93.77% of targets.

The introduction of the Equals Curriculum pilot has also provided early, informal evidence of increased pupil engagement and exploration through the identification of individual motivators and preferred play schemas.

Attendance data shows stability throughout the year. Attendance was 90.5% in 2024/2025.

Increased ability of pupils to self-regulate: The school's behaviour data does not show a significant difference in terms of behaviour incidents between Pupil Premium and non-Pupil Premium learners. Overall, in the academic year 2024/2025 data shows a general trend of slightly decreasing behavioural incidents as the year progressed for all pupils. Specific strategies, such as the introduction of the Equals Curriculum pilot for certain groups, provide anecdotal evidence that, whilst promoting pupil engagement, also helps foster an environment that more readily supports learners to remain within their window of tolerance. Implementation of the strategic Communication Plan and further investment in Speech and Language support has similarly increased pupils' abilities to express their needs using alternative methods.

Improved self-esteem and emotional resilience, with a reduction in pupil anxiety: The increased investment in Speech and Language Therapy, Hydrotherapy, Rebound Therapy, Art Therapy and sensory equipment and areas, as well the staff development strategy incorporating such elements as Intensive Interaction, Zones of Regulation and sensory regulation has had the desired positive impact. Many learners are now more able to cope with daily challenges, demonstrate reduced levels of anxiety and show an increased ability to identify their own emotions and seek support if required. This is supported by the indicators mentioned previously, in addition to formal pupil feedback (Learner Voice, classroom visits) and informal observation.

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: The confidence and independence of our pupils in

the wider community continue to flourish as they participate in a range of activities across school and beyond. Learners have access to a range of appropriate enrichment opportunities, both in school and in the community, through work with the Manchester United Foundation and our school facilitator and other local and regional links, which provide opportunities for external visits, visiting speakers, work placements and residential trips. The school's Family Support Officer works closely with families to signpost and enable pupils and families to access community activities and services. In addition, the school's Aspiration Days have had a very positive impact on some of our most disadvantaged and isolated learners, promoting links between families and ongoing community engagement that otherwise might not happen.

Externally provided programmes

Programme	Provider
N/A	