Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2024 - 2025 academic year) 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 (2025 – 2026 academic year) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Loyne Specialist School
Number of pupils in school to Y11	44
Proportion (%) of pupil premium eligible pupils	47%
Academic years that our current pupil premium strategy plan covers	2024/2025 to 2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Susan Campbell Headteacher
Pupil premium lead	Kathryn Veevers
Chair of Governors	Ann-Marie Houghton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4000
Total budget for this academic year	£58,460

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
- Quality of life outcomes
- Employability
- Social opportunities

20% of our pupils live in 5 wards which fall at or below the most deprived 25% of wards. (Skerton West is one of the most deprived 5% of wards in the country)

These pupils live in wards were 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 work place 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.

59% of our pupils live in wards with fewer than 2 other Loyne pupils and this has implications for friendship groups and informal parental support groups. This also impacts on the more marginalised groups of our society, including those seeking asylum and migrants to Lancaster.

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.
- 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.

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 and staff development. 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 appropriate behaviours, independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further 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.

Within The Loyne cohort that attract Pupil Premium, **we recognise that the majority do not present as low attainers in relation to their peers**. Whilst all of our pupils have a highly personalised curriculum comprised of multiple interventions focussed upon their own needs and barriers to learning, Pupil Premium is being used to ensure that these students are supported within a specialist high staff to student group and operate individual timetables. In addition, the Engagement Profile has been utilised alongside alternative modes of assessment following a process-based model. These students also benefit from access to physical and sensory interventions, planned and delivered by experienced staff as outlined in the projected spending.

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 and their families show that disadvantaged pupils are generally more likely to have receptive and expressive language difficulties, including those where communication barriers arise from a sensory impairment.
2	Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils generally have greater challenges around their ability to self-regulate behaviour and may engage in more inappropriate or risky sensory-seeking behaviours
3	Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils are generally less likely to have

	opportunities to make healthy choices, be physically active and access opportunities outdoors.
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, alongside their peers, through experiences of the arts.
5	Our assessments, observations and conversations with pupils and their families indicate that disadvantaged pupils often require additional support to develop personal and independence skills.
6	Our assessments, observations and discussions with pupils and families demonstrate that disadvantaged pupils may have less opportunities to develop an enjoyment of reading and share in reading experiences with their peers.

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
Disadvantaged pupils have access to a broad and balanced holistic curriculum that meets their cognitive, physical, health, sensory and emotional needs	Pupils make measurable progress in priority learning areas.
Disadvantaged pupils receive increased input with development of strategies and resources to support communication both in school and at home	Effective and accurate assessment of communication levels ensures pupils understand expectations of them and enable them to have their own needs met.
Meeting wider needs of pupils and their families, including referral to external agencies for enhanced support	Barriers to learning are reduced by the implementation of timely and appropriate pastoral support.
Increasing opportunities to develop independence both inside and outside of the family home	Pupils access and enjoy structure learning opportunities with, and away from, their families to support the generalisation of independence skills over different environments.
Disadvantaged pupils will have exposure to places, people and opportunities that extend their understanding of the vibrancy and cultural diversity within their immediate and wider world.	All pupils have experiences timetabled into the curriculum that enable them to increase their understanding of the world in which they live and prepare them for life outside of school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development, alongside appropriate resourcing, is provided to support staff to feel more confident in developing communication, attention and engagement through play-based learning	Rubin et al., (2009) cited *"Play allows children to express their emotions, develop empathy and build resilience. By engaging in play, children learn to cope with stress and bounce back from setbacks, which is essential for their overall emotional well-being".* Whilst Dodd et al. (2024) outlined the importance of risky play – play that is "*thrilling and exciting… involving a risk of injury*"	1, 2, 5
Responsible person for reading resources, interventions and home learning packs to accurately support the teaching of reading as identified on subject mapping and faculty guides.	Literature around the benefits of reading, shared enjoyment and the use of SSP is widely available. Earlier this year, the Education Endowment Fund released evidence-based guidance on reading interventions for children in SEND, concluding "*Targeted small group reading interventions may be particularly effective, especially for pupils from disadvantaged backgrounds*"	6
Creative arts input from external providers enriches the curriculum and supports the professional development of teachers.	In the recent publication from UNICEF, they state that "*promote social inclusion by encouraging children with disabilities to engage meaningfully with their peers and communities. By participating in culture-based activities, children with disabilities can challenge misconceptions, reduce stigma and promote greater understanding. While these programmes celebrate cultural heritage, they also provide a platform for broader social change, helping children with and without disabilities grow together in acceptance of each other's difference"*	3, 4, 5
Increase in outdoor learning opportunities	There is limited research available on the impact of outdoor learning for children with	2, 3, 5

	SEND, although the benefits of nature are more widely available, for example in Li, D., Larsen, L., Yang, Y., Wang, L., Zhai, Y. and Sullivan, W.C. (2018) Exposure to nature for children with autism spectrum disorder: Benefits, caveats and barriers, where it was found that, "*exposure to nature provides motor-sensory, emotional, and social benefits for children with autism spectrum disorder (ASD)"*	
Provide in-house Speech and Language Therapy input	It is clear that the targeted and timely input from a dedicated SaLT is going to benefit the whole school community. In a recent study by Royal College of Speech and Language Therapists (RCSLT) data indicates that 79% of children receiving speech and language therapy improved in one or more areas, including communication ability and participation in daily activities.	1, 5

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading interventions for River learners	Reading Fairy classes have been developed by early years reading specialists to give children the best start for learning to read. The unique progressive Reading Fairy curriculum is based on latest research and best early years' practice. Alongside their literacy lessons, identified pupils access the sessions to further embed their reading skills and enjoyment of reading.	1, 5, 6
Movement opportunities are developed using a range of external professionals	Through shared rhythm, shared movement (big and small), shared energy and sensory awareness, research demonstrates that there is a connection between communication and the body's movements. Movement play is a practice designed to support children who have complex needs arising from communication and interaction difficulties, autism and severe learning needs.	1, 2, 3, 5

Develop a greater appreciation of cultural capital and diversity within the school and wider community.	Cultural capital encompasses experiences, art and knowledge from a variety of cultures, encompassing different world cultures and cultural groups in the UK. Alongside this, we want to celebrate the cultures, languages and traditions that children and their families bring, and how we might value and celebrate these. Through targeted theme weeks, pupils will have access to a range of experiences, professionals and visiting artists to enhance their appreciation of the world around them.	4

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the parental offer through targeted pastoral support	Increased attendance for identified pupils through a bespoke package of pastoral support. External support is accessed by a wide range of families through accurate and timely signposting. Increased administration demands placed upon school are met and reports and referrals completed in a timely manner. Attendance at MDT meetings is assured wherever possible. Targeted workshops are delivered to support parents with specific circumstances surrounding their role with their child.	2, 3, 5
Develop independ-ence and peer-peer social opportunities	There is timetable of after-school activities throughout all age ranges and abilities. Opportunities are maximised to broaden life experiences and social interaction outside of the school building and home through access to local community facilities.	3, 4

	Pupils are given opportunities to access one residential experience throughout the year to consolidate social interactions and deepen the understanding of life outside of the family home.	
Support emotional literacy	Safeguarding training is delivered to all staff and ensures that they are equipped with knowledge that enables high levels of vigilance and the highest standards of safeguarding required for the vulnerable children and young people within our setting. Safeguarding policies and procedures are updated to reflect changes and there are regular opportunities for staff to be briefed on key safeguarding messages.	2, 3, 5
Develop an understanding of healthy choices	All Primary aged PPG pupils have access to free fruit and milk as part of developing their understanding of healthier diet and routines for life.	3

Total budgeted cost: £58,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

For each child in receipt of PPG in 2024-2025, their teachers have provided the following statements as the significant, holistic and personalised outcomes that have been achieved as a direct result of PPG spending. Evidence for each can be found in formal documentation held on the child's record (Annual Reviews, Priority Learning Outcomes, Evidence for Learning, professional records and advice for Education, Health Care Plans).

- {NAME} is now able to cope with a greater number of changes to his routine
- {NAME} will now try savoury foods at home without prompting
- {NAME} can now tolerate longer periods of time in the vehicle, remaining regulated for up to a 50-minute car journey
- {NAME} will now communicate with an unfamiliar adult in the library in order to borrow a book
- {NAME} has had a pleasing increase in weight since this support started
- {NAME} can now feed himself independently and with little spillage
- As a result of the work done to increase {NAME}'s exposure to other environments, mum has felt confident to take him out on a small family holiday
- {NAME} will communicate with café staff using a three key-word phrase to express his preference and order a drink
- {NAME} has had reduced gastronomy feeds due to her increase in eating food orally
- {NAME} now thrives during swimming sessions in the school pool and has begun going to the local community swimming pool
- {NAME} will now travel calmly on a public bus to a range of locations
- {NAME} is much calmer as she can communicate her wants and needs clearly using her PECS book.
- As a result of training on ACEs, a PBS has been developed for {NAME} which uses trauma-informed approaches, enabling her to access learning activities for longer periods of time
- {NAME} will now share attention with adults around her and use verbal language to request preferred games/ resources and request "more"
- {NAME} now has an increased awareness of peers beyond his class
- {NAME} will communicate more confidently with a wider range of adults throughout the school day, which has been noted by numerous members of staff

- {NAME} has now attended school for one full week, which is the first time this term.
- Parents of {NAME} have reported an increase in her mobility and independent movement

Externally provided programmes

Programme	Provider
HelpKidzLearn	Inclusive Technology
Choose it Maker	Inclusive Technology
Espresso	Discovery Education
MyChoicePad	Insane Logic
Headspace App	Headspace
Twinkl	Twinkl
Lexia Core 5	Lexia Learning
Lexia Power up	Lexia Learning
TextTease	Apponic
Choose And Cook	Inclusive Technology
Jigsaw Maker 2	Inclusive Technology
(Communicate in Print 3	Widgit
The Grids 2	Better Living Through Technology
Matrix Maker	Inclusive Technology
Clicker	Crick Software
Look to Learn	Smartbox
Attention and Looking	Inclusive Technology
Exploring and Playing	Inclusive Technology
Choosing and Learning	Inclusive Technology