

Pupil premium strategy statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Longcause Community Special School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	51% 60 Total 53 FSM PLac 2 Services 5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Anne Hutchinson
Pupil premium lead	Trudi Skinner
Governor / Trustee lead	Fred Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70, 480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£70, 480

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 do not see a gap between our disadvantaged and non-disadvantaged pupils when compared with their peers, due to the context of our setting.

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 as broad and balanced curriculum as possible.

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 experience of work, careers 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	Communication and Interaction - Many of our pupils have speech, language and communication needs as their primary area of difficulty. These barriers impact pupils' ability to express themselves, understand others, and access learning across the curriculum.
2	Positive relationships and social understanding - Due to complex communication needs and differing levels of social understanding, pupils can find it difficult to build and maintain positive relationships with peers and adults. This can affect wellbeing, engagement, and readiness to learn.

3	Engagement in learning - Pupils can struggle to engage in learning if the curriculum, environment, or approaches are not appropriately adapted to meet their needs, interests, and developmental stage.
4	Sensory integration and regulation - Many pupils experience difficulties with sensory processing and regulation. Without the right support and sensory input, this can impact their ability to concentrate, self-regulate, and participate fully in learning.
5	Meeting the needs of early developmental stages - A number of pupils are working within early developmental levels and require a curriculum and teaching approaches that reflect their stage of development rather than chronological age. Ensuring access to early developmental learning opportunities is essential for progress.

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 early writing through the implementation of the new writing framework	Pupils make progress in early mark-making, composition, and transcription skills. Staff confidence and consistency in delivering the new writing framework are evident. Evidence of progression in writing across all stages.
Strengthened early reading through Pre-RWI approaches	Pupils at the pre-phonics stage develop foundational early reading skills, including sound discrimination, rhythm, and rhyme. Staff confidently use Pre-RWI strategies, leading to improved readiness for phonics and reading progression.
Enhanced early mathematical understanding through Pre-White Rose Maths	Pupils working at early mathematical development stages show improved understanding of number, shape, and pattern through the Pre-White Rose approach. Increased staff confidence and consistency in delivery.
Workforce development to improve quality of teaching and support	Targeted professional development (including coaching and training) leads to increased staff confidence, knowledge, and skill in meeting the needs of all learners, particularly those eligible for pupil premium. Monitoring and evaluation demonstrate improved practice.
Improved outcomes in English through GCSE and Functional Skills pathways	Pupils working at higher developmental levels achieve accredited outcomes in English, including GCSE or Functional Skills qualifications. Increased engagement and attainment in English for older learners.

Improved communication and interaction skills	Pupils will make measurable progress in their communication targets (as identified in EHCPs, SALT programmes, or individual communication plans). Increased use of AAC, signs, symbols, and verbal communication observed across the school day. Staff confidently implement communication strategies consistently.
Improved social understanding and positive relationships	Pupils will show increased confidence in social interactions, supported by consistent modelling and interventions such as social stories and structured play. Reduction in social-related incidents and evidence of positive relationships within class and unstructured times.
Increased engagement and participation in learning	Observations, engagement trackers, and learning evidence show improved levels of attention, motivation, and participation across all curriculum areas. Pupils demonstrate increased persistence and enjoyment in learning activities.
Improved sensory regulation and readiness to learn	Pupils have access to appropriate sensory strategies, spaces, and equipment that support regulation. Staff demonstrate understanding of sensory needs and implement sensory diets effectively. As a result, pupils are calmer, more focused, and better able to engage in learning.
Progress for pupils working within early developmental stages	Pupils working at early developmental levels make sustained progress within their individual learning pathways (e.g. through engagement model, attention level trackers, pre explorers curriculum). Curriculum design ensures access to appropriate developmental learning experiences.

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: Total = £30,550

Maths lead coaching time = £9175

English lead coaching time = £9175

Workforce development Assistant Head release day = £12,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of new Writing Framework – development of consistent approaches to early mark-making, sentence building, and written composition across the school.	EEF Toolkit measures (including impact on learning in months) EEF: High-quality teaching and clear progression frameworks improve writing outcomes, particularly for disadvantaged pupils.	3, 6
Development and delivery of Pre-RWI Early Reading approaches – establishing consistent pre-phonics routines, early sound awareness, and shared reading opportunities.	EEF: Early language and phonics approaches have a high impact on reading readiness; particularly effective when embedded across the curriculum.	1, 3, 7
Development of Pre-White Rose Maths framework – embedding concrete, pictorial, abstract approaches for pupils working at early stages of mathematical development.	EEF: Mastery-based approaches in maths support conceptual understanding, especially when adapted for SEND learners.	3, 8
Coaching model for maths and English leads – internal coaching and mentoring to strengthen staff subject knowledge and curriculum delivery.	EEF: Instructional coaching and targeted professional development are among the most effective ways to improve teaching quality.	6, 7, 8, 9

Workforce development programme – targeted CPD on communication, engagement, sensory regulation, and curriculum adaptation.	EEF: Professional development that is ongoing, collaborative, and focused on classroom practice has a strong evidence base for improving outcomes.	1-5, 9
English GCSE/Functional Skills curriculum development – high-quality teaching and curriculum planning for older learners working towards accreditation.	EEF: High expectations and structured teaching of literacy at all levels improve long-term attainment for disadvantaged pupils.	10

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

Budgeted cost Total: £16880

Speech and language therapists = £8900

English GCSE tutoring = £3990

Maths GCSE tutoring = £3990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy interventions and communication programmes – targeted SALT input and staff training to enhance communication and interaction.	EEF: Targeted language interventions have consistently strong evidence for improving communication and learning outcomes.	1
Targeted reading and phonics support using Pre-RWI and RWI – small-group or 1:1 support to develop reading and decoding skills.	EEF: Systematic phonics approaches and small-group tuition are effective for improving reading outcomes.	7
Targeted writing interventions – individualised support for fine motor, mark-making, and early composition skills.	EEF: Explicit teaching of writing and targeted feedback have positive effects on progress.	6
Individualised maths support (Pre-White Rose) – small-group or 1:1 support to develop early number sense and problem-solving.	EEF: Targeted small-group maths tuition has a moderate to high impact on attainment.	8
Targeted interventions for Pioneers (Functional Skills and GCSE) – focused teaching for pupils at accredited levels.	EEF: Tailored tuition and feedback improve performance in accredited qualifications.	10

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

Budgeted cost: £23,050

TLR for positive relationships, behaviour and attendance 2 days release = £9175

Occupational Therapist = £6500

Emotional coaching = £1190

Sensory integration support = £6185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of positive relationships and social understanding – structured play, social stories, and relationship-based approaches (e.g. Emotional coaching).	EEF: Social and emotional learning interventions improve self-regulation and social interaction, with positive effects on attainment.	2
Sensory integration and regulation provision – access to sensory spaces, equipment, and sensory diets to support emotional regulation and engagement.	EEF: Regulation and readiness-to-learn approaches improve concentration and reduce behaviour incidents.	4
Curriculum and environment adaptations for pupils at early developmental stages – focus on engagement, interaction, and experiential learning. Engagement Model guidance and	EEF: Personalised, developmentally appropriate curricula improve engagement and progress for pupils with complex SEND.	5
Family engagement and communication – strengthening partnerships through regular communication, family project, and coffee information mornings.	EEF: Parental engagement strategies have a positive impact on pupil outcomes and attendance.	1-5

Total budgeted cost: £70,480

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 to 2025 academic year.

Outcome	Impact review
Improved offer of comprehension and Literacy and Language lessons (next steps after the Read Write Inc modules) to include the introduction of the spelling programme too	<p>The school has continued to strengthen its Literacy and Language offer, providing a clear next step following the Read Write Inc (RWI) modules.</p> <p>A new spelling programme has been successfully introduced to further embed accurate spelling and application of phonics knowledge across written work.</p> <p>43% of pupils across the school have now met the reading age of 9 years, which represents our minimum end-point aspiration for all pupils. Among secondary-aged pupils, 50% have achieved this benchmark.</p> <p>54% of pupils made measurable progress in their reading age during the year. A further 20% are classified as Explorer pupils who are not yet ready to access the formal reading test.</p> <p>Of the 16 Year 11 pupils who left in June:</p> <p>13 pupils met the target reading age of 9 years.</p> <p>One pupil achieved a reading age of 8 years 7 months.</p> <p>The two remaining pupils were complex Explorer learners: one improved from 4:08 to 6:06, and another from 4:11 to 9:02 over two years.</p> <p>All pupils, except for those who are non-verbal with highly complex needs, have continued to move through the RWI Sounds Tracker at a steady pace, with each pupil moving at least one colour band.</p> <p>The introduction of two Literacy and Language groups, alongside dedicated comprehension lessons, has strengthened progression beyond RWI.</p> <p>Improvements in handwriting and progress writes demonstrate stronger application of writing skills.</p>

	<p>English data and Year 11 outcomes were presented to governors, showing sustained progress and improved attainment.</p> <p>Improved engagement in English has resulted in fewer behaviour incidents, attributed to stronger lesson structure and consistency of approach.</p>
Improve engagement in learning in English and Maths through coaching and team teaching	<p>A focus on coaching and team teaching in Maths has improved staff confidence and teaching quality.</p> <p>ECTs have been effectively supported through pairing with experienced teachers for planning and lesson delivery.</p> <p>As a result of improved teaching and subject knowledge, pupil progress in Maths has increased, evidenced by pupils moving on to the next stage of the White Rose schemes.</p> <p>The school has successfully transitioned to a year-group model for Maths teaching, allowing for more appropriate challenge and progression.</p> <p>The introduction of maths sets, each led by a qualified teacher, has provided greater differentiation and targeted teaching.</p>
Improved language and communication in the Explorers pathway through individual intervention	<p>Significant improvements have been seen in language and communication development within the Explorers pathway.</p> <p>All pupils are working towards their individual communication therapy targets, which are regularly reviewed and updated.</p> <p>Every child within the pathway now uses a Grid communication device, resulting in notable improvements in expressive communication, verified through observations from governors, parents, and SLT.</p> <p>Teachers are receiving Grid training to further upskill their practice.</p> <p>The introduction of three daily communication sessions has accelerated progress through communication plans.</p>
Behaviour incidents/ positive relationships	<p>Behaviour incidents have continued to decrease, particularly during social times, English, and Maths lessons.</p> <p>Fewer pupils are disengaged or learning outside of class, due to improved engagement and structure within lessons.</p>

<p>Group work and not always 1:1 provision</p>	<p>Increased opportunities for group work (rather than 1:1 provision) have promoted social learning and peer interaction. The quality of teaching and curriculum design has enabled more pupils to be taught alongside peers, rather than in isolation.</p> <p>RWI and Maths groupings, each led by a qualified teacher, have improved targeted instruction and pupil progress.</p> <p>There are now only four pupils across the school receiving entirely 1:1 provision outside of a classroom setting, reflecting greater inclusion.</p>
<p>Travel training for older pupils - preparing pupils to be independent in travelling (walking/bus) around local area and beyond</p>	<p>All Year 11 pupils participated in travel training, developing independence through walking or using public transport in the local area.</p> <p>The majority of pupils successfully used buses to access their post-16 destinations.</p>
<p>Improved social interactions and independence towards socialising</p>	<p>Pupils demonstrated improved social interactions and confidence through offsite learning, Forest School, and enrichment opportunities.</p> <p>16/16 KS4 pupils achieved their Bronze Duke of Edinburgh Award.</p> <p>11 of 16 Year 11 pupils attended the Gran Canaria residential, enhancing independence and social development.</p> <p>A Year 11 social evening group ran regularly, with 6–9 pupils attending weekly, supporting confidence and peer relationships.</p>