

Pupil Premium strategy statement

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

School overview

Detail	Data
School name	Gosden House School
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	76 out of 131 58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rebecca Smale Head Teacher
Pupil premium lead	Jo McGee
Governor / Trustee lead	Liz Sutherland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,140
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	£ 86,140

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use our Pupil Premium funding to continue to maintain positive outcomes for all of our disadvantaged students throughout all areas of their personal development and wellbeing; both in their school life and through supporting their families. Observations, teacher and staff reflections and end of year pupil progress reflections demonstrate that although socio-economic disadvantage is not always the primary challenge for our pupils, we do see a variance in outcomes and key themes for disadvantaged pupils when compared to their peers, particularly in terms of:

- Social, Emotional and Mental Health challenges (SEMH).
- Academic attainment in communication strands (speaking, listening, spoken language) and embedding their targets from the Speech and Language Therapy team.
- Social communication.
- Social opportunities including attending of activity clubs or participation in hobbies.

At the heart of our school wide approach is quality first teaching. Underpinned by a PSHE and life skills focus using our toolkit and learning muscle and learning habit curriculum so that pupils can develop into confident and independent learners. Through collaborative working with the multi-agency team of therapists and all school staff, we support all pupils to thrive. We have followed the EEF guidance with a shared focus on high-quality teaching, targeted academic support and wider strategies.

Although our strategy is focused on additional support for disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches.

We will also provide disadvantaged pupils with consistent support to develop their independent life and social skills.

Our strategy will be driven by the needs and strengths of each individual young person, developed through a collaborative approach. The role of teacher and parental voice has been heavily considered along with specialists' views and in Secondary; pupils own voice.

Challenges

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

Challenge number	Detail of challenge
1	Our therapist reflections, observations and discussions with pupils indicate disadvantaged pupils have significant challenge with their communication and language skills throughout the school.
2	We have identified the need for additional support including in navigating support services and pastoral support including signposting to mental health support for parents/carers of disadvantaged pupils. Also for the liaison of staff with other services.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around managing their social, emotional and mental health needs; impacting pupils ability to settle at school and access their education. This can be seen on an individual pupil basis, particularly in the Secondary department and has an impact on attendance.
4	Through observations, speaking and listening progress data and conversations with pupils and their families, it has been observed that disadvantaged pupils generally have fewer opportunities to develop their social communication and life skills outside in the community, and access support to do this including through challenges with filling in appropriate forms. This impacts their opportunities post Gosden.
5	A number of our vulnerable pupils are finding it increasingly challenging to regulate themselves and their emotions so they are ready to learn and displaying appropriate behaviours.
6	A increasing number of our vulnerable pupils are also young carers, alongside our PSHE curriculum we have increased and developed our first aid curriculum and training for students.

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
Further develop pupils' communication strategies through a relationship based approach supporting pupils with trauma background and supporting emotional literacy in group and one to one settings.	Reviewed by observations, staff meetings and feedback from staff, students and families there will be a noted increase and confidence and ability with communicating.
Targeted support will allow disadvantaged pupils to develop their communication and self-esteem through: Art Nurture Sessions, Gardening Nurture sessions, Music Therapy, Play Therapy.	The impact of this will be reviewed regularly through class teachers' discussions with therapists and critical reflection by the SEND team.
Pupils physiological and basic needs (Maslow's Hierarchy of needs) will be met on site at school ensuring students are not cold, hungry, unclean or facing other challenges which will impact their learning. This includes toilet training in all Early Years classes to develop independence and support families.	All disadvantaged students have access at school to: Showers, breakfast, additional fruit, second hand uniform, hygiene and sanitary items, toilet training and clean clothes including socks, underwear, nappies, swim nappies and toilet shoes.
To ensure that disadvantaged pupils in Key Stage Four achieve appropriate qualifications and access a vast careers curriculum to support accurate and appropriate placing of next steps.	Pupils achieve expected outcomes in Pearson Edexcel exams and ASDAN and Welsh Board coursework units. Pupils and families are supported in visiting post 16 providers and have a clear understanding of options and are supported in applications.
The introduction of a quiet, low arousal space for peers develop their social skills and regulate before lunch	Reviewed by monitoring our incident log (CPOMS) with the opportunity for learners to access this instead of unstructured outside play at lunch time there has been a decrease in social conflicts on the playground. Pupil voice (including through their one page profiles) shows the positive impact of a

	calm environment and many have stated it when discussing “How best to support me”
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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: £ 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff including: -Foundation course in Drawing and Talking for Pastoral Assistant -Forest School training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools EEF Quality Assurance of Teachers Continuing Professional Development.pdf (d2tic4wvo1iusb.cloudfront.net)	3,4,5,

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

Budgeted cost: £ 18,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase of an additional 3 hours session of Music therapy for identified pupil weekly. <i>(reviewed annually)</i>	Working with identified pupils with low self-esteem and social, emotional and mental health challenges to support them with their wellbeing. Evidence shows the benefits of Music Therapy in: - Speech development. - Developing creative and expressive abilities. - Increasing self-esteem and confidence. - Developing social skills. https://senmagazine.co.uk/content/activities/1199/transforming-lives-of-children-with-sen-through-music/	1,3, 4, 5
Purchase of an additional 1 hour session of Play therapy for 2 identified pupils weekly for a term <i>(Reviewed annually)</i>	The EEF demonstrates that Play Therapy can be “high impact” and has “substantial benefits” for identified pupils including in social communication skills. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning	1,3,4,5
Purchase of an additional morning per week of Art nurture sessions for identified pupils with social communication challenges.	Nurture sessions targeted for students to support self-esteem and wellbeing. Allowing pupils to have a safe space to share emotional challenges so when they return to class they are able to access their education without the barriers of their worries. Some of this is one to one sessions: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And some is in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> Benefits have also been observed by staff last term, in students’ self-esteem and also their ability to access learning following the sessions increased whilst they were calm, comfortable and confident.	1,3,4,5
Additional morning per week of Horticulture specialist and outdoor learning resources and	Evidence shows that “children with SEN benefit from how the outdoors relieves stress and anxiety, develops social skills, motivates learning across the curriculum (and beyond) and allows them to be	1,3,4,5

CPD for staff developing appropriate environments for nurture gardening sessions.)	practical, responsible and productive members of the community,” This was obtained through numerous case studies (Katie Brewer 2016). This has also been feedback by students and staff.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£67,042**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support provided from the Child and Family support worker and pastoral assistant supporting pupils and families to access support services along with resources for them to use.	Our pastoral team work collaboratively with families, supporting mostly includes: joining them in social care meetings, signposting to external services, supporting with applications, referrals, letters (to health or social services) and requests for support. In addition disadvantaged families have also been supported with resources and support on pupils' behaviour and emotional regulation. This allows approaches to be consistent both in and outside of school so they are ready to learn when they are in school. Our pastoral team have worked directly with nearly half of our disadvantaged families. The value of parental engagement is evidenced by the EEF toolkit as having a “positive impact” with a “high” evidence rate. Parental engagement EEF (educationendowmentfoundation.org.uk) The introduction of the pastoral assistant and pastoral phone line (introduced last academic year) supports families of disadvantaged students including through supporting with access to local support such as the hygiene bank, or in filling in paperwork such as for financial support in the home.	2,6

Individualised personal budget used on an individual basis to allow access to the curriculum.	A contingency fund for unplanned challenges and access to discreet, individualised, age appropriate support. A set fund is allocated per individuals on a needs basis identified by those working closest with the individuals. This includes a wide variety of equipment and resources including: uniform, hygiene products, sensory regulation resources, academic resources. This will reduce segregation and allow pupils to feel part of their community. Evidence shows that school uniform supports the development of a whole school ethos and discipline and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform School enrichment visits and trips are also beneficial in allowing pupils to gain valuable life experience they might otherwise not receive. https://www.classtrips.co.uk/school-trips-benefit-primary-pupils/	1,2,3,4,5,6,
4 TA days a week to release prior TA to work on “Aspirations Advisor” role supporting families and pupils from year 9 upwards to prepare for their next steps in learning.	The DfE published in their “Careers guidance and inspiration in schools” document that “schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers”. However, we have identified that these options are less open to our vulnerable pupils and have therefore developed our “Aspirations Advisor” role where the staff member works alongside families in all areas of their next steps, including writing applications, identifying local provisions and where appropriate transporting families to see the provisions. Evidence will be shown when reporting pupils’ next steps in comparison to previous years. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417895/Careers_Guidance_Schools_Guidance_March_2015.pdf	4

	Since the Aspirations Advisor role was created, we have increased our links with local post 16 providers and supported pupils in attending their appropriate next provisions. See destination data report.	
1 day of an Educational Psychologist The additional Education Psychologist hours to support our vulnerable students to access the correct diagnosis and in turn correct support.	NICE guidelines and EEF SEND guidance emphasize the importance of formal diagnosis and evidence and gaining these from Educational Psychologists can unlock appropriate provision and strategies.	
"Daisy First Aid" training for all students year 5 and above	First-aid education equips students with confidence, resilience, and a proactive sense of community responsibility. It helps them stay calm, assess situations, and act effectively. (World Health 2025) The Importance of CPR and First Aid Education for Students - WorldHealth.net	6

Total budgeted cost: £86,140

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.

Our assessments during 2024/25 demonstrated the impact of our funding on our disadvantaged pupils, this was particularly seen through feedback from our families. Our percentage of pupils who are disadvantaged has increased and we continue to adapt support to meet the needs of the individuals we have on role at that time.

We aim to maintain this high level of support moving forward and continue to successfully bridge the gap between our disadvantaged students and their peers in all areas of school life and development.

Externally provided programmes

Programme	Provider
Membership and foundation course in Drawing and Talking	Drawing and Talking Ltd
Forest school training level 3	Cambium sustainable Ltd
First Aid Training for students	Daisy First Aid Training

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

