

# Chesnut Lodge School

## Pupil premium strategy statement

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	86
Proportion (%) of pupil premium eligible pupils	56 (65%)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	1
Date this statement was published	Autumn 25
Date on which it will be reviewed	Autumn 26
Statement authorised by	J Thompson
Pupil premium lead	N Murphy
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64985
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£64985

# Part A: Pupil premium strategy plan

## Statement of intent

All pupils from Reception age onwards at Chesnut Lodge have an Education Health Care Plan. Levels of ability range from Engagement step 1 to Entry Level 3. Progress and attainment therefore, are measured in a variety of ways that are appropriate for the individual's particular learning profile.

Data indicates that in general, pupils who are disadvantaged or who are looked after do as well as their peers when compared to pupils from the same starting points. We believe that this is partly due to the personalised programmes which are put in place to supporting learning and in removing barriers to learning for all pupils. The pupil premium supports us in this by enabling us to provide additional resources to meet the needs of identified groups.

## Challenges

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

Challenge number	Detail of challenge
1	Communication difficulties linked to level and type of disability.
2	Specific emotional health and wellbeing, and behavioural difficulties linked to disability or life experience.
3	Access difficulties linked to level and type of physical disability or complex medical conditions.
4	Curriculum challenges linked to extensive range of cognition and learning difficulties.
5	Access difficulties linked to level and type of sensory impairment
6	Limited access to community and peers due to complexity of need, resulting in fewer life experiences to draw from.

## 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
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All pupils with good attendance make at least expected progress in core subjects as defined by the school's assessment processes.	All pupils with over 95% attendance to make at least expected progress.
To improve basic skills in independence	Achievement of or progress towards the bespoke agreed objectives.
To improve basic skills in self-care and hygiene	Achievement of or progress towards the bespoke agreed objectives.
To support the mental wellbeing of pupils to minimise impact on progress.	Achievement of or progress towards the bespoke agreed objectives.

## 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: £17, 985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-launch of MOVE programme for independent movement.	MOVE is a nationally recognised functional movement programme supported by the school's physiotherapy and occupational therapy teams.	3
Introduction of Maths Mastery scheme for formal and semi-formal learners.	Mastery supports pupils to move away from dependence on rote learning in maths and is known to increase progress in maths.	4
Introduction of a spelling scheme for pupils post Phase 5 phonics.	Scheme will develop pupil knowledge of the relationship between sounds and written symbols as using morphology to help spell through meaning.	4
Raising the profile of reading for pleasure across school using local poets.	Reading for pleasure significantly boosts academic success by improving vocabulary, comprehension, and general knowledge, leading to higher attainment in subjects like maths and spelling, and fostering critical skills like empathy, focus, and problem-solving.	4/6
Increased access to bespoke CPD for range of complexities of learners- The National College	Staff training in metacognition, neurodiversity, sensory needs etc.	1, 2, 4, 5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of See and Learn number for learners with Down's Syndrome and similar learning profiles.	System designed for children with Down syndrome and children with similar learning needs, building on visual processing strengths and taking account of short term memory, speech and hearing difficulties.	6
RE-development of TACPACS, and training for key staff working in Pre-formal pathways.	TACPAC allows pre-formal learners to develop their body awareness and develops communication through sensory alignment.	5
Access equipment	Inclusive access to education allows all pupils to succeed to the best of their ability.	3, 5
Individual intervention support for Core Subjects and MOVE	Personalised learning to plug gaps and provide additional challenge to targeted pupils.	1, 3, 4, 5
Purchase of individualised, specific equipment following identification by SALT/OT/Physio/school/ parents/pupils.	Pupils with physical and medical and sensory needs require additional and/or specialist equipment to improve their access to education and develop their skills in preparation for adulthood.	1, 3, 4, 5

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of nurture sessions.	Nurture sessions allow pupils to develop their emotional literacy to support their wellbeing, resulting in better attention and attainment to learning.	2.
Provision of targeted mental health support from trained school staff.	To improve behaviour and attendance through support for emotional and mental wellbeing.	2.
Contribution to transport for KS4 residential	Transport costs are significantly increased for wheelchair users.	3.

	Spreading this cost amongst pupils increases participation costs to unmanageable levels for many families.	
Provision of Forest Schools teaching.	Forest School provides multi-sensory teaching environments where pupils can gain independence, reduce anxiety, develop enquiry skills, teambuilding etc. Also links to science, PSHE, geography curriculum.	2, 4, 6

**Total budgeted cost: £64,985**