
PUPIL PREMIUM STATEMENT

In 2024-25, those entitled to FSM continued to achieve in line with their peers. The majority of students entitled to FSM made expected or better progress in the core subjects.

EXPENDITURE IN 2024-2025

In 2024-25 we received £33,120 pupil premium funding. Funding was targeted towards interventions for those at risk of not meeting targets, a focus on pupil and family mental health, communication and focused work on specific subjects. This included:

- targeted interventions based on weekly analysis to identify those at risk of not meeting expectations and those likely to exceed including focused ongoing support and inclusion support from our learning mentor in close liaison with an assistant head;
- a focus on pupil and mental health and its impact on pupil achievement;
- continuing development and research into PODD communication with a focus on developing its use in our wider community;
- focused work on literacy and access technology.

Expenditure

The money was spent mainly on staffing costs, with particular staff taking a whole school lead in their area of development.

£14,839 funded 50% of a learning mentor post who has worked with eligible pupils and their families, offering therapy, counselling and family liaison. This has included targeted interventions focused on core subjects and therapeutic support to promote emotional wellbeing, including targeted work with parents / carers.

£6,490 allowed an assistant headteacher an average of half a day per fortnight to continue research and development of PODD.

£9,986 funded one day per week of HLTA support for targeted pupils on maths and literacy.

£4,682 funded 50% of two time limited TLRs and additional responsibilities relating to literacy and access technology, with work specifically related to keeping the gap closed across these subject areas and consistency across the whole school.

Impact

The progress and wellbeing of pupils has been scrutinised on a weekly basis by school leaders and class teachers in order that interventions could be put into place quickly and efficiently. Our HLTAs have worked closely with the assistant headteachers to deliver and facilitate 1:1 numeracy and literacy sessions for those at risk of not achieving their targets. **Outcomes for Persistent Absentees are at a similar level to whole school data.** Our learning mentor has provided a therapeutic and counselling service to students in order to focus on their wellbeing as part of their personal and social development.

There is no discernible difference in the numbers of those meeting targets between those who attract pupil premium and those who do not.

There is no significant gap in achievement between those who attract pupil premium funding in comparison to whole school data

Work has continued in order to embed Pragmatic Organisation Dynamic Display (PODD) across the whole school. Continued focus on communication means that **most students made expected or above progress in communication**. This is despite the fact that 86% of our children and young people require some form of Augmentative and Alternative Communication (AAC) system.

PLANS FOR 2025-26

In the current year 2025-26, we expect to receive £47,450 pupil premium funding.

Barriers to learning

Our data continues to illustrate no significant difference in terms of performance between those who are eligible for a free school meal (FSM) and those who are not eligible.

Pupils at Richard Cloudesley School face numerous challenges which affect their educational achievement, relating to their complex medical & physical needs and communication difficulties. Illness and medical procedures can lead to significant absence from school, and therefore it is important that opportunities for learning are maximised, not only throughout the school day, but also within the family environment, and wider community. Opportunities for remote and online learning are also maximised. Pupils and families engage with many different professionals, and therefore good integrated working is key.

This year the focus will include:

- targeted interventions based on weekly analysis to identify those at risk of not meeting expectations and those likely to exceed. This work includes focused ongoing support and inclusion support from our HLTAs in close liaison with an assistant head;
- an enhanced and formalised wellbeing and therapeutic offer to pupils and families, including CAMHS support, staff ELSAs (Emotional Literacy Support Assistants) and music therapy;
- continuing development and research into PODD communication with a focus on developing its use in our wider community;
- focused work on literacy and access technology to support the wider curriculum.

Planned Expenditure

£17,244 will fund enhanced CAMHS support, working with eligible pupils and their families, offering therapy, counselling, family liaison and support with PBS strategies.

- The majority of students entitled to free school meals made expected or better progress in the core subjects.
- The majority of students entitled to free school meals met their EHCP targets.
- Development of the learning mentor post and associated therapies has allowed us to provide a significantly enhanced offer to support pupil and family wellbeing.



£19,972 will fund two days per week of HLTA support for targeted pupils on maths and literacy and inclusion in mainstream settings, closely monitored by senior leaders.

£6,642 will allow an assistant headteacher an average of half a day per fortnight to continue research and development of PODD.

£4,917 will fund 50% of specific TLRs in relation to literacy and access technology. Specifically this relates to keeping the achievement gap closed across these subject areas and enabling more independent access to the wider curriculum.

Intended impact

- Pupils and their families will have access to flexible and responsive therapy and support;
- PODD is well established across the school and developing in the wider community;
- There is a consistent approach to learning across both departments, with a focus on ensuring that disadvantaged groups do not fall behind their peers;
- Interventions are efficiently targeted in a timely manner to reduce potential achievement gaps where pupils are identified as potentially not meeting or exceeding expectations;
- disadvantaged pupils continue to achieve in line with the school as a whole.

Review of strategy

Our pupil premium strategy will be reviewed on a termly basis by the governors' leadership & resources committee on 11/11/2025, 16/03/2026 and 15/06/2026.

