

Pupil premium strategy statement – Mabel Prichard School

This statement details our school's use of pupil premium (and recovery 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	116
Proportion (%) of pupil premium eligible pupils	45.4%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	September 1st 2025
Date on which it will be reviewed	September 1st 2026
Statement authorised by	Alison Martin
Pupil premium lead	Alison Martin/ Tor Broadley
Governor / Trustee lead	Damian Haywood/ Chris Scrivener

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65,910
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£ 65,910

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Communication and Interaction difficulties</i></p> <p>Our assessments indicate that Learners experiencing socioeconomic disadvantage often face greater challenges in communicating and expressing their needs than their peers. This includes Learners who communicate non-verbally, have limited spoken language, or experience difficulties with social interaction.</p> <p>All of our Learners have Education, Health and Care Plan (EHCP) outcomes related to communication and interaction, reflecting the central importance of this area in their development. While the specific barriers to developing language and communication skills vary, every Learner requires access to specialist expertise, targeted interventions, and appropriate resources to make sustained progress.</p> <p>Many of our Learners communicate using a range of modes, including gesture, sign, symbol, augmentative and alternative communication (AAC), and developing spoken language. Each requires a highly individualised approach to ensure they can express themselves, understand others, and participate fully in learning and school life. To meet these needs effectively, we are committed to embedding a robust Total Communication approach across the school. This is supported by specialist input and consistent practice, enabling pupils to develop communicative competence, agency, and autonomy, the foundations for success both in education and beyond.</p>
2	<p><i>Complex SEND needs and access to learning</i></p> <p>Information outlined in pupils' Education, Health and Care Plans (EHCPs) details the nature of the Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) experienced by our learners. To develop the skills and knowledge required to achieve their EHCP outcomes and to engage meaningfully with the wider curriculum, pupils need highly skilled teachers who can work collaboratively with families, within multi-agency teams, and who possess specialist expertise in educating pupils with SLD and PMLD. Our pupils' learning profiles are complex and highly individual, often requiring teaching that is adaptive, multi-sensory, and personalised. Progress is best achieved through the expertise of well-trained staff, the use of consistent approaches, and the strength of collaborative, multi-agency partnerships. These elements together ensure that every pupil can access and progress through our bespoke curriculum, and achieve the personalised outcomes set out in their 4 EHCPs section F.</p>
3	<p><i>Social, emotional and mental health difficulties</i></p>

	<p>Mabel Prichard has a high number of Learners that heavily rely on multisensory approaches to access learning and remain regulated. This approach requires high levels of staff expertise. Multisensory teaching demands specialist knowledge of sensory processing, communication needs, and adaptive pedagogy. Not all staff enter school with this expertise, and ongoing training is essential. For multisensory approaches to be effective, they must be delivered consistently across classrooms, key stages, therapy teams, and care staff.</p> <p>Variability can dilute impact for Learners who rely on predictable sensory input. Highly individualised multisensory activities require significant planning, preparation, and collaboration. Staff knowledge and skills must be developed to support classroom practice around sensory integration. Effective multisensory teaching may require specialised equipment (e.g., sensory rooms, switch devices, tactile resources, sound and light equipment). Limited budgets or space can constrain what is available.</p>
4	<p><i>Socio economic disadvantage</i></p> <p>Cost-of-living challenges continue to affect many families, influencing both attendance and pupils' ability to access wider opportunities beyond the classroom. These pressures can reduce access to experiences, enrichment activities, and resources that typically enhance learning, social development, and cultural capital. For some families, financial constraints make it harder to maintain consistent routines, attend appointments, or engage fully with school events and support services. As a result, pupils may have fewer opportunities to participate in activities that build confidence, independence and social communication skills.</p> <p>Addressing these challenges requires proactive family partnerships, targeted pastoral support, and the removal of practical barriers so that all pupils regardless of financial circumstance, can benefit from the full richness of the school's curriculum and wider offer.</p>
5	<p><i>On-going medical needs</i></p> <p>Learners with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional barriers. Medical needs can impact attendance through medical appointments and hospital stays, illness and recovery, fatigue and reduced stamina and the need for flexible timetabling to accommodate medical needs.</p> <p>Progress and learning for Learners with complex medical needs can be impacted and interrupted. This includes physical limitations affecting participation in specific activities.</p> <p>Parents of learners with complex medical needs have significant demands on them via managing complex medical routines and the stress and anxiety it causes. We are mindful that as such parents have significant restraints on their time and capacity. It is essential that we support families in engaging with the school as fully as possible and seeing the value of the school day.</p> <p>Supporting these complex learners requires additional staffing, risk assessments and equipment for community activities. Community access is an essential part of meeting our curriculum frameworks and our school vision to motivate and prepare learners for adulthood to have success in their adulthood.</p>

6.	<p>Community Inclusion and Cultural Capital</p> <p>Evidence from observations and family discussions indicates that pupils experiencing socioeconomic disadvantage often have fewer opportunities to develop cultural capital and participate in community based activities outside of school. Many pupils require additional support to access local experiences, enrichment, and social opportunities, which can limit their personal development, independence, preparation for adulthood, and wider engagement beyond the school environment. Transport and mobility challenges are among the barriers that can limit access to suitable transport, equipment (e.g., wheelchairs), and accessible venues, thereby limiting community participation for pupils with complex physical or sensory needs. Appropriate support when in the community is essential, as many of our pupils require additional staffing, structured routines, or specialist support to participate safely and confidently in community settings.</p>
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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
<p>The Behavior and Attitudes strand of our School RAP outlines our commitment to further developing a consistent, positive behaviour management approach across the school and improve the tracking and analysis of behaviour data, to support a calm, inclusive and supportive learning environment.</p> <p>Development of staff through Team Teaching training and the introduction of Zones of Regulation to support behaviour for learning.</p>	<p>A reduction in behaviour incidents resulting in lost learning.</p> <p>A learning environment where learners are able to co or self regulate using the specifically taught strategies to engage in effective learning.</p> <p>Zones of Regulation is implemented in all classes.</p> <p>Two Team teach trainers on site. All staff trained in Team Teach level 1. Selected staff trained in level 2.</p>
<p>All learners in Mabel Prichard School have communication and interaction needs. This is reflected in our curriculum, one of our 10 frameworks is <i>My Communication</i> and all Learners have communication outcomes as part of their EHCPs.</p> <p>Development of a Total Communication Environment and staff training and upskilling will be a continuous piece of work in developing our provision.</p>	<p>Engagement in the INTERACT Trial.</p> <p>Low and high tech AAC in place throughout the curriculum.</p>
<p>Sensory Processing is one of the biggest barriers to learning and an area that parents have expressed a concern in understanding how best to support their child.</p> <p>Upskilling, both school staff and parents, to support learners develop their sensory regulation will support learning.</p>	<p>All classes deliver a sensory programme that promotes regulation and engagement.</p> <p>Development of sensory diet is implanted as part of the curriculum.</p>

The Personal Development strand of our RAP is to build upon the offer of highly aspirational opportunities to prepare learners for success in adulthood. A significant element of this is regular access to the community to develop life skills and through work experience the development of employability skills.	All disadvantaged learners are accessing the community in meaningful ways to prepare for their individual adulthood. Additional mini-bus drivers on staff to facilitate travel and overcome barriers relating to complex SEND needs, SEMH and mobility.
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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.

High Quality Teaching

Budgeted cost:

Team Teach £10,000 (Initial trainer training incl. travel and accommodation, overtime for staff to complete Level 1 and Level 2)

Zones of Regulation £3000 (Card printer, sensory diet resources)

Communication £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Team Teach trainer, Level 1 and Level 2 Training</i>	Team Teach involves a holistic, person-centred approach focusing on preventing challenging behaviour through understanding it as communication, de-escalation, and building relationships. It supports consistency and staff confidence. Team Teach is recognised world wide. 90% of all Team Teach trained schools are rated 'Good' or 'Outstanding'. <u>Team Teach Website</u> <u>Supporting Article</u>	1,2 and 3
<i>Zones of Regulation implementation</i>	There are several studies that look at the effectiveness of curriculum and approach that target Learners self-regulation and executive function through a systematic set of activities and instruction. <u>Evidence Summary</u> <u>EEF Focus on Self Regulation</u>	1 and 3
<i>Development of AAC provision</i>	Evidence strongly supports AAC for improving functional communication, reducing challenging behaviors, and enhancing overall well-being for non-verbal or minimally speaking Learners, including	1, 2, 3 5

	<p>children with autism or other disabilities; research shows it's effective, doesn't hinder speech development, and works best integrated with therapies like NDBIs, leading to better outcomes and life prospects.</p> <p>https://pmc.ncbi.nlm.nih.gov/articles/PMC3715742/</p> <p>EEF Teaching and Learning Toolkit</p> <p>EEF's guidance report on Special Educational Needs in Mainstream Schools</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Development of targeted Sensory Diets by a Sensory Occupational Therapist. Upskilling the whole school community's understanding of sensory regulation to support and engagement. Individual sensory support packs for pupils.</i></p>	<p>https://www.theotcentre.co.uk/services/education</p> <p>Evidence from Royal College of Occupational Therapists to support sensory integration and sensory based interventions.</p> <p>https://www.rcot.co.uk/explore-resources/children-young-people-families/sensory-integration-interventions-spotlight</p>	1,2,3,4 and 5

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Midas Mini Bus Training for staff</p>	<p>For post-16 provision, study programmes should include purposeful work experience, work-related learning or industry placements, and non-qualification activities (for instance, employer encounters and volunteering) that develop Learners' social, emotional and employability skills. When inspectors evaluate the post-16 provision, they work with leaders to understand Learners' relevant non-qualification activities, based on their needs, that prepare them for adulthood; activities may include, in exceptional cases, developing their independent living skills when qualifications or preparation for employment are not suitable options.</p> <p>This demonstrates that Ofsted recognises community-based learning and life skills development as legitimate and important educational activities for SEND learners, particularly when preparing for adulthood.</p> <p>The factors that Ofsted considers to be the strongest contributors to inclusion include setting high expectations for all Learners, even the most complex, and working closely and effectively with parents/carers, Learners, professionals and staff and making sure Learners' and parents'/carers' views and aspirations are included in decisions about Learners futures.</p> <p>For many families of learners with complex needs, aspirations centre on independence, community participation, and quality of life - all of which require community access skills.</p> <p>For many of our learners this means access to accessible transport.</p> <p>MiDAS (Minibus Driver Awareness Scheme) is the most commonly used training scheme for School. <i>The Key website</i></p>	<p>4,5 and 6</p>

Total budgeted cost: £65,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024-2025 there were 44 students on roll eligible for the deprivation pupil premium grant.

£5140 was received for Looked After Children (in Oxfordshire, referred to as Children We care For)

Progress towards last year's intended outcomes.

Outcome 1: Staff training and the learning environment enables all learners to communicate using their preferred method.

- The school environment has been upgraded in areas to a Communication Friendly Space with work and planning continuing this year.
- Staffing levels have increased in some areas to support access to curriculum.
- Mabel Prichard School offers a total communication environment. All Staff have been trained in a range of Augmentative and Alternative Communication (AAC). All learners have access to AAC in the environment and lessons are supported with specific AAC. OFSTED report February 2025 commented that Learners “*express their views and choices well through a range of low- and high-tech approaches and equipment*” and that “*Teachers put in place effective learning activities which align with the range of communication methods pupils use*”.

“Children in the early years learn to follow the school’s rules and routines. The expert use of approaches such as objects and sounds of reference are well implemented to help children recognise changes in activities throughout the day. These same strategies are seen all the way through the school, including in the sixth form. Therefore, all pupils are well prepared to manage transitions in the school day” OFSTED February 2025.

Outcome 2: High quality teaching of phonics using a DfE approved scheme, enables all learners to make good or better progress in reading from starting points

- Mabel Prichard School has continued with its implementation of developing pre-phonics skills and the delivery of systematic phonics. OFSTED report February 2025 stated that “*the school is ambitious that all pupils, including those with the most complex medical, physical and communication needs, will learn to read. All staff are expertly trained to teach phonics. Staff precisely spot when pupils have not secured intended phonics knowledge. They make rapid and effective changes to activities to ensure that all pupils learn to read well, which they do.*”
- Internal tracking of the progress learners are making in phonics shows phonics is embedded and all pupils are accessing the inclusive literacy curriculum framework through Foundations for Phonics and Little Wandle SEND programme.

Outcome 3: High quality well evidenced maths teaching through Maths for Life enables all learners to make good or better progress in Maths.

- Early maths skills or Maths for life is taught to all learners across the school. Internal tracking data shows all pupils are accessing the inclusive framework for maths and Maths for Life and teaching is good and embedded.
- The Maths Lead is actively engaged in the Buckinghamshire, Berkshire and Oxfordshire Maths Hub attending regular meetings and training. The learning from which is cascaded to the wider staff.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths for Life	Maths for for Lfe
Little Wandle Phonics scheme	Little Wandle

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
£0
The impact of that spending on service pupil premium eligible pupils