



Pupil Premium Strategy Statement 2025 - 2028

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	Bardwell School
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	39.2%
Designation	SLD and PMLD
Age Range	2-19
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026-2028/2029
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jo McGill Head Teacher
Pupil Premium lead	Annie Coleman
Local Academy Board Lead	Matthew Willis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,500.00
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	£47,500.00
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Part A: Pupil premium strategy plan

Statement of intent

The previous published Pupil Premium strategy was intended to run 2024-2027. Under new leadership it has been reviewed to ensure full alignment with Bardwell School's vision, values and bespoke curriculum framework.

The strategy outlined here sets out our revised priorities and implementation plan for 2025-2028, designed to build on the progress made so far and ensure that all pupils – including those eligible for Pupil Premium – flourish academically, socially and emotionally.

At Bardwell School, our aim is to use pupil premium funding strategically and purposefully to help achieve the best possible outcomes for pupils who experience disadvantage. Socio-economic disadvantage is one of many elements we consider when planning how this grant can have a lasting and transformative impact.

Our teachers and leaders hold a forensic understanding of every pupil - their cognitive profiles, learning needs, academic development, barriers to progress and wider social context. At the heart of our approach is high-quality teaching carefully targeted to the areas where pupils most need it. This is supported by robust diagnostic assessment and personalised provision which enable pupils to access our broad and balanced curriculum and to develop the knowledge, skills and confidence they need for life beyond Bardwell.

Although our strategy is designed to meet the needs of disadvantaged pupils, many of the approaches we invest in, such as professional learning, assessment development and increased leadership capacity, will benefit all pupils. We are proud that our progress data shows no significant gap between the outcomes of pupils eligible for pupil premium funding and their peers. Our intention is to sustain and deepen this trend, ensuring that all pupils make strong progress from their starting points. Implicit in our approach is the belief that improving outcomes for disadvantaged pupils enhances provision and outcomes for every pupil.

Our strategy also focuses on developing pupils' independence and social skills including access to meaningful work experience and high-quality careers guidance. These opportunities are designed to broaden horizons, build self-belief and support successful transitions into adulthood

The pupil premium strategy is integral to Bardwell’s wider plans for educational recovery and school improvement. It supports the implementation of our bespoke curriculum which prioritises communication, self-regulation, independence and personal development and it underpins our work in:

- Embedding Evidence for Learning and a bespoke regulation tracking system
- Strengthening ASDAN accreditation pathways and preparing pupils for adulthood.
- Expanding residential, enrichment and Choosing Time offers to build cultural capital.
- Developing family partnerships and co-production, recognising families as essential partners in learning.

By building the capacity of our senior and middle leaders to mentor, coach, induct and develop colleagues, we ensure that consistently high-quality teaching and learning evidence-informed practice, and effective multi-agency collaboration are at the centre of all we do. Our ultimate goal is that every pupil regardless of background, SEND needs or disadvantage status experiences a rich, personalised education and leaves Bardwell with the skills, confidence and aspirations they need to lead fulfilling adult lives

Challenges

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

This section outlines the key areas where strategic investment can make the greatest difference for pupils who experience disadvantage at Bardwell. Each is drawn from diagnostic assessment, pupil and family voice and evidence from our multi-agency work. These are framed as areas for focused development.

Challenge number	Detail of challenge
1	<p>Communication and Interaction</p> <p>Our assessments show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including in a non speaking way, limited language and social interaction difficulties. 100% of our students have Education, Health and Care Plan Outcomes relating to communication and interaction. Whilst the types of barriers to developing language and communication skills vary, they all require expertise and resource (human and other), to develop their key skills and knowledge in this area.</p> <p>All pupils at Bardwell have EHCP outcomes relating to communication</p>

	<p>and interaction. Many communicate using a range of modes including gesture, sign, symbol, Alternative Augmentative Communication (AAC) and developing spoken language and require highly individualised approaches to ensure they can express themselves, understand others and participate fully in learning. Embedding a robust Total Communication approach, supported by specialist expertise and consistent practice, is essential for developing communicative competence, agency, and autonomy.</p>
2	<p>Curriculum Access and Pedagogy</p> <p>Information about our pupils, as detailed in their Education, Health and Care Plans explains the nature of the Severe and Profound and Multiple Learning Difficulties our students have. To develop the necessary skills and knowledge to achieve their EHC Plan Outcomes, and to develop in line with the wider curriculum, they require highly skilled teachers who can work effectively with families, within multi-agency teams and who specialise in educating students with SLD and PMLD.</p> <p>Pupils' learning profiles are complex and varied, often requiring teaching that is highly adaptive, multi-sensory and personalised. Skilled staff, consistent approaches and collaborative multi-agency work are essential to help pupils access and progress through our bespoke curriculum and achieve the outcomes set out in their EHCPs.</p>
3	<p>Application and Generalisation of Learning</p> <p>Our assessments and observations identified that pupils require practical application of learning outcomes and benefit greatly from the use of technology to remove barriers they have to learning.</p> <p>Many pupils require carefully structured opportunities to apply their knowledge and skills in meaningful, real-life contexts. Without repeated, supported practice across settings, often enhanced by technology and assistive tools, learning can remain context-specific rather than becoming embedded and transferable.</p>
4	<p>Community Inclusion and Cultural Capital</p> <p>Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities for personal development and to develop cultural capital outside of school. This includes less pupils accessing activities within the community without additional support.</p> <p>Pupils experiencing socio-economic disadvantage often have fewer opportunities to participate in community activities, enrichment or experiences beyond school. This can limit their exposure to new environments and contexts that support independence, confidence, and preparation for adult life.</p>

5	<p>Home School Consistency</p> <p>Our knowledge of our disadvantaged students shows a significant number require increased carry over of learning from school into the home, particularly in relation to their occupational therapy and physiotherapy needs. Our work with families of disadvantaged children informs us that they face additional barriers to deliver such programmes/ strategies at home, increasing the importance of quality and frequency when in school and of highly effective communication between school and home.</p> <p>Families sometimes face challenges in continuing communication, regulation or therapeutic strategies at home due to time, resource or contextual pressures. Strong, ongoing partnership with families including training, communication and shared planning is key to ensuring strategies are carried over into home and community life.</p>
6	<p>Socio-Economic Pressures</p> <p>Our assessments, observations and discussions with students and families demonstrated that cost of living challenges are having an impact on family life.</p> <p>Cost-of-living challenges continue to affect many families, influencing attendance and access to wider opportunities. These pressures can limit pupils' access to experiences and supports that complement learning and development.</p>
7	<p>Emotional Wellbeing and Life Events</p> <p>Pupils' emotional regulation and wellbeing may be impacted by significant life events, transitions or environmental factors. Staff expertise in recognising and responding to emotional needs — including those linked to bereavement, trauma or change — is essential for building resilience and supporting sustained engagement in learning.</p>

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>Improved progress for disadvantaged pupils in developing their communication and interaction skills, relative to their starting points, as identified through baseline assessments and individualised approaches.</p>	<p>Pupils demonstrate sustained progress in communication and interaction, relative to their starting points, as evidenced through baseline and ongoing assessments, progress towards EHCP outcomes, and observations of increased independence, agency and social interaction. Staff consistently implement a Total Communication approach, supported by specialist training and high-quality resources.</p>

<p>Increased engagement, access and progress through high-quality teaching</p>	<p>Pupils make strong progress from their starting points in areas of cognition, communication, regulation, and independence. Personalised curriculum planning and adaptive pedagogy ensure that learning is meaningful, accessible, and ambitious for all. Evidence for Learning data shows sustained progress over time, with no significant difference between pupils in receipt of pupil premium and their peers.</p>
<p>Improved ability to apply learning in meaningful contexts</p>	<p>Pupils show increased ability to generalise and apply knowledge and skills in real-world settings, for example, through structured community visits, project-based learning and technology-supported practice. This is evidenced by observations, pupil voice and the achievement of personalised curriculum outcomes.</p>
<p>Enhanced independence, confidence and participation in the wider community</p>	<p>Pupils access a broader range of experiences beyond school, including enrichment, enterprise, and work-related learning opportunities. They demonstrate increased confidence, decision-making and self-advocacy skills. Evidence includes pupil and family voice, ASDAN accreditation and successful engagement in community inclusion projects.</p>
<p>Families will receive appropriate targeted support either by the school, through being signposted, or through the school working effectively with other agencies. This will include access to activities beyond the school day.</p>	<p>Anonymised summary by the Pastoral and Safeguarding Manager will evidence specific impact for students and their families.</p> <p>Positive feedback from a range of workshops. Evidence of training workshops being tailored to parent/carer need.</p> <p>Families report increased confidence in continuing strategies at home. Parent engagement in workshops, open afternoons, and joint planning meetings is high and families are successfully signposted to relevant support services. Evidence includes anonymised summaries from pastoral records and family feedback surveys.</p>

Improved emotional wellbeing and resilience	Pupils demonstrate progress in emotional literacy, self-regulation and resilience, supported by targeted interventions and whole-school approaches informed by the PERMA framework. Staff are confident and skilled in supporting pupils through significant life events, including bereavement. Evidence includes regulation tracking data, wellbeing assessments and qualitative reports from multi-agency reviews.
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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: **£25,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ECT induction, mentoring and release time</p> <p>£20,000</p>	<p>The national teacher shortage is further exacerbated within SEND due to the deeper knowledge staff need to have of children's diverse learning needs and pedagogical approaches to support them to overcome their barriers to learning.</p> <p>Evidence identifies that teachers who have trained in SEND are better prepared to understand children's needs.</p> <p>Through the Gallery Trust SEND Pathway for ITTs, Bardwell will train and mentor three trainee teachers in 2024 - 2025.</p> <p>Investing in the next generation of teachers with strong SEND pedagogy is crucial to high-quality provision. Research highlights that teacher quality has the greatest impact on pupil progress (Sutton Trust, 2011). Through the Gallery Trust SEND ECT Pathway, Bardwell will support and mentor early career teachers to develop expertise in communication approaches, adaptive</p>	1,2

	teaching, and curriculum design. Sutton Trust – “What Makes Great Teaching”	
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Specialist safeguarding curriculum training (RSE, consent, sexualised behaviours, tricky topics) £1000	High-quality RSE teaching supports pupils to develop healthy relationships, understand boundaries, and stay safe. Research shows that targeted staff training improves confidence and impact in delivering sensitive content (NSPCC, 2023). NSPCC – Teaching Relationships and Sex Education Brook – Responding to Sexualised Behaviour Guidance	1,2
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Play and OPAL development £3200	Structured play supports communication, regulation, and social interaction. Evidence shows that play-based learning improves cognitive, social and emotional outcomes and reduces behavioural incidents (Whitebread et al., Cambridge University). OPAL models increase social communication opportunities and inclusive play access. OPAL Play Research	1, 2, 3, 4
Bereavement and trauma training for staff £1500	Research indicates that pupils’ emotional regulation and learning engagement improve when staff have confidence in responding to loss and trauma (Child Bereavement UK, 2022). Training will enhance staff capacity to support emotional literacy and resilience. Child Bereavement UK	6, 7

Targeted academic support (for example, tutoring, one-to-one support

structured interventions)

Budgeted cost:- **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Community Inclusion</p> <p>Students will have access to enrichment opportunities within the community.</p> <p>Additional adult support to ensure safety and access to community inclusion projects.</p> <p>Driver and fuel costs to ensure additional cost to families is minimised.</p> <p>Community-based learning experiences (e.g. barber, hairdresser, beautician visits) £2000</p>	<p>Real-world experiences help pupils to generalise skills, build independence, and reduce anxiety around community participation. Research shows strong links between community-based learning and improved preparation for adulthood (NDTi, 2021).</p> <p>NDTi – Preparing for Adulthood</p>	<p>1, 2, 3</p>
<p>Branch Out and out-of-school inclusion programmes £1500</p>	<p>Participation in structured social and recreational clubs builds independence, social confidence, and cultural capital. Research shows that access to out-of-school learning enhances self-esteem, reduces isolation, and supports transition skills (DfE, 2022).</p> <p>DfE – Enrichment and Extracurricular Research</p>	<p>3, 4, 6</p>
<p>Structured social communication interventions (e.g. Lego Therapy, Attention Autism, peer interaction groups) £1500</p>	<p>Interventions focused on collaborative communication, problem-solving and social thinking have been shown to improve social engagement, expressive communication and self-regulation (LeGoff, 2014).</p> <p><u>Research – Lego Therapy and Social</u></p>	<p>3, 4, 5</p>

	<u>Communication</u>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£16800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific Pastoral and Safeguarding support for	<p>Cost of living challenges are impacting family life. Targeted family support and signposting improve engagement, attendance, and home-school consistency. Addressing socio-economic pressures reduces barriers to learning (EEF, 2023). EEF – Working with Parents to Support Children’s Learning</p>	5, 6

<p>individual children linked to personal or family circumstances.</p> <p>Pastoral and Safeguarding manager to remain up to date with training and networking, in order to signpost families to the most appropriate support.</p> <p>Families of children in receipt of FSM to receive Wonde vouchers during school holidays.</p> <p>£8000</p>	<p>47% of our pupils receive direct support, or parent carer support from our Pastoral and Safeguarding Manager.</p> <p>Studies show that average rental prices in Oxford have risen by 7% over the last year, Oxford is labelled one of the least affordable cities to live in with average house prices more than 15x the average salary.</p> <p>Increased use of food banks for families who are struggling to make ends meet.</p>	
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<p>Monthly parent cafés, termly open afternoons and termly showcase events.</p> <p>£90 refreshments £300 resources £390</p>	<p>Research by EEF identifies the benefit of parental engagement on pupil progress.</p> <p>Within special schools, the vast majority of pupils travel to school via L.A transport, thus reducing opportunities for engagement with parents at the beginning or end of the school day. Bardwell school to host termly showcase even to celebrate learning with parents and enable them to continue to review learning in order for pupils to apply, generalise and maintain their learnt skills and knowledge</p> <p>Increasing frequency of engagement opportunities strengthens partnerships and improves home-school continuity. Regular involvement supports families to sustain learning beyond the classroom (Hayes et al., 2017). Parental Engagement Research</p>	<p>5, 6</p>
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<p>Residential programme ensures that all students have an opportunity for learning beyond the school environment.</p> <p>£5000</p>	<p>Bardwell school's residential programme supports student progress in life skills, social communication, independence and provides opportunities to apply learning beyond the classroom and experience learning that they may not be able to access through community / family life.</p> <p>Research shows that vulnerable learners have reduced access to extra-curricular activities. Our discussions with parents identify that this is a concern for families as there are limited options which support children's needs within the area.</p> <p>Student and parent feedback on the impact of this provision is collated by the EVC lead. Residential and extended enrichment opportunities significantly improve confidence, communication, independence, and social skills, particularly for pupils experiencing disadvantage (Learning Away, 2019). Learning Away – Impact of Residentials</p>	<p>3, 4, 6</p>
<p>Shared snack times to promote social communication.</p> <p>£3410</p>	<p>Studies suggest that social interaction is 'irrefutably an inseparable and foundational aspect of eating practices in social settings.</p> <p>As all pupils at Bardwell have Communication and Interaction needs, a focus on having social snack times is an important learning opportunity for all pupils at Bardwell.</p> <p>Access to breakfast provision improves readiness to learn, regulation and social communication. Shared mealtimes are shown to strengthen relationships, language use, and</p>	<p>1, 3, 6</p>

	peer interaction (Childhood Nutrition & Education Report, 2022).	
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Total budgeted cost: £47,500.0

Part B: Review of outcomes in the previous academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£25,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA cover for ITTs £20,000	<p>The national teacher shortage is further exacerbated within SEND due to the deeper knowledge staff need to have of children's diverse learning needs and pedagogical approaches to support them to overcome their barriers to learning.</p> <p>Evidence identifies that teachers who have trained in SEND are better prepared to understand children's needs.</p> <p>Through the Gallery Trust SEND Pathway for ITTs, Bardwell will train and mentor three trainee teachers in 2024 - 2025.</p>	1,2

<p>CPD for new subject areas within the New Bardwell School Curriculum: Forest School and Cooking.</p> <p>Increased capacity for teachers to undertake professional development which enables carefully considered planning, target setting and approaches for teaching delivery based on secure knowledge of specific subject pedagogy.</p> <p>Additional subject leader time for monitoring and mentoring teachers and sharing best practice, including coaching and training.</p> <p>£3000</p>	<p>Research in the UK into Forest School identifies positive impacts on children's': 'confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.'</p> <p>Statistics show that low-income families and those of ethnic minority are less likely to visit nature / green spaces.</p> <p>In teachers we trust – Sahlberg & Walker Providing high quality CPD from external experts so that teachers can have autonomy to develop the curriculum within their specialist area.</p> <ul style="list-style-type: none"> - 'As experienced teachers, authors, leaders, and education experts, Sahlberg and Walker draw on decades of teaching experience and scholarly research to inform their work. - The book revolves around the concept of trust, envisioned as the key ingredient for educational excellence. In other words, trust in teachers' capacities, professionalism, creativity, autonomy, and informed choices is the building block of thriving schools.' <p>Research shows a significant rise in people seeking support for eating disorders linked to AFRID. There are clear links between neurodiversity and eating disorders / disordered eating. In order to support our students Personal Development and provide them with vital life skills, latest research will be woven into our cooking curriculum intent and pedagogical approaches.</p>	<p>1,2</p>
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<p>Building a culture – Leadership Behaviours: Emotional regulation and resilience for staff, created by strong leadership.</p> <p>£2700</p>	<p>School culture is cultivated by leaders. Statistics in the teacher Wellbeing Index evidence the increased stress within the sector. CPD will be provided in order to support newly appointed leaders to understand the impact of leadership behaviours, in order to build a positive culture across Bardwell School.</p> <p>Leaders will also seek external professional training to remain up to date with the most current research and approaches.</p>	<p>2</p>
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	<p>NPQ training for SLT – NPQSENCO, NPQH and NPQLBC</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£6,570**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Community Inclusion</p> <p>Students will have access to enrichment opportunities within the community.</p> <p>Additional adult support to ensure safety and access to community inclusion projects.</p> <p>Driver and fuel costs to ensure additional cost to families is minimised.</p> <p>£3,070</p>	<p>Research shows that vulnerable learners have reduced access to extra-curricular activities. Our discussions with parents identify that this is a concern for families as there are limited options which support children's needs within the area.</p> <p>Statistics show that low-income families and those of ethnic minority are less likely to visit nature / green spaces.</p>	<p>4, 7</p>

<p>Additional support for students presenting with sensory processing difficulties and in need of O.T assessment</p> <p>£3,500</p>	<p>OCC special schools have limited access to NHS services for this area of challenge which impacts many of our students.</p> <p>https://www.oxfordhealth.nhs.uk/wp-content/uploads/2014/05/Sensory-Processing-presentation-February-2014.pdf</p> <p>Expert advice to be sourced through Early Autism Support.</p>	<p>6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£15,230**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific Pastoral and Safeguarding support for</p>	<p>Cost of living challenges are impacting family life.</p>	<p>4,6,7</p>

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<p>individual children linked to personal or family circumstances.</p> <p>Pastoral and Safeguarding manager to remain up to date with training and networking, in order to signpost families to the most appropriate support.</p> <p>Families of children in receipt of FSM to receive Wonde vouchers during</p>	<p>47% of our pupils receive direct support, or parent carer support from our Pastoral and Safeguarding Manager.</p> <p><u>Studies</u> show that average rental prices in Oxford have risen by 7% over the last year, Oxford is labelled one of the least affordable cities to live in with average house prices more than 15x the average salary.</p> <p><u>Increased use of food banks</u> for families who are struggling to make ends meet.</p>	
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<p>school holidays.</p> <p>£8000</p>		
<p>Termly parent café</p> <p>End of term showcase event.</p> <p>£90 refreshments</p> <p>£300 resources</p> <p>£390</p>	<p>Research by EEF identifies the benefit of parental engagement on pupil progress.</p> <p>Within special schools, the vast majority of pupils travel to school via L.A transport, thus reducing opportunities for engagement with parents at the beginning or end of the school day. Bardwell school to host termly showcase even to celebrate learning with parents and enable them to continue to review learning in order for pupils to apply, generalise and maintain their learnt skills and knowledge</p>	6,7
<p>Parent workshops: - Family Links - Benefits</p> <p>£1000</p>	<p>New Philanthropy Capital: supporting Family Links in evaluating Impact of Family Links Nurturing programme in schools:</p> <ul style="list-style-type: none"> - Parents felt that improvements to their self-efficacy and confidence from attending were central to creating positive change within their family. - The focus group highlighted the importance of the group in providing a non-judgemental space for parents to share and recognise they are not alone. - The opportunity to reflect on how they themselves were parented created powerful paradigm shifts in how parents wanted to parent their own children moving forward. 	4,6,7
<p>Development of second library space for reading for wellbeing</p>	<p>Provision of books / reading material which students can use to support them to better understand challenges they may face.</p> <p>Research from the National Literacy Trust has shown us that children and young people who like to read are</p>	2,4,6,7

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<p>Promoting a love of reading.</p> <p>Dedicated calm space for students to access as part of their own self regulation.</p> <p>£500</p>	<p>three times more likely to have better mental health than those who don't.</p> <p>Increase provision of books linked to <u>the</u> cultural diversity of our cohort.</p>	
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<p>Residential programme ensures that all students have an opportunity for learning beyond the school environment.</p> <p>£3000</p>	<p>Bardwell school's residential programme supports student progress in life skills, social communication, independence and provides opportunities to apply learning beyond the classroom and experience learning that they may not be able to access through community / family life.</p> <p>Research shows that vulnerable learners have reduced access to extra-curricular activities. Our discussions with parents identify that this is a concern for families as there are limited options which support children's needs within the area.</p> <p>Student and parent feedback on the impact of this provision is collated by the EVC lead.</p>	<p>4,5</p>
<p>Shared snack times to promote social communication.</p> <p>£60 a week</p> <p>£2,340</p>	<p>Studies suggest that social interaction is 'irrefutably an inseparable and foundational aspect of eating practices in social settings.</p> <p>As all pupils at Bardwell have Communication and Interaction needs, a focus on having social snack times is an important learning opportunity for all pupils at Bardwell.</p>	<p>1,7</p>

Total budgeted cost: £47,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Expenditure Area	Intended outcome	Success criteria	End of Year Review
<p>Teaching (CPD, recruitment and retention)</p>	<p>Improved progress for pupils eligible for Pupil Premium in developing communication and interaction skills.</p>	<p>Achievement of individualised learning outcomes and progress against EHCP targets, supported by high-quality teaching and pedagogy.</p>	<p>Funding for HLTA cover enabled Bardwell to mentor three ITT trainees through the Gallery Trust SEND Pathway. This increased specialist teaching capacity and ensured consistency in delivery across the school. CPD in Forest School and Cooking developed staff expertise in subject-specific pedagogy, broadening opportunities for pupils to build communication, confidence and independence through real-life learning experiences. Leadership development and NPQ training</p>

			enhanced understanding of emotionally intelligent leadership, helping to sustain a positive culture of trust, collaboration and professional growth.
Targeted academic support (tutoring, one-to-one support, structured interventions)	Improved access and engagement for pupils eligible for Pupil Premium through targeted and contextualised support.	Pupils demonstrate progress in community inclusion, regulation and independence. Increased access to enrichment and therapeutic opportunities is evident through attendance, engagement and Evidence for Learning observations.	Pupil Premium funding supported community inclusion by covering transport and staffing for off-site learning, ensuring equitable access for all pupils. Students took part in community and enterprise projects, developing greater confidence, communication and independence. Additional input from occupational therapy specialists strengthened staff understanding of sensory processing, leading to improved learning environments and more consistent regulation strategies.
Wider strategies (attendance, behaviour, wellbeing)	Pupils and families accessing Pupil Premium funding receive holistic support that promotes wellbeing, engagement and inclusion.	Records and feedback demonstrate positive engagement with family support, strong participation in school events and increased confidence for pupils and families.	The Pastoral and Safeguarding Manager provided tailored support to almost half of Bardwell families, ensuring timely access to advice, welfare support and external services. Parent cafés and workshops built community connection and provided a supportive space for shared reflection and problem-solving. The development of a new reading-for-wellbeing library and the residential programme strengthened pupils' communication, independence and enjoyment of learning. Shared snack sessions continued to offer meaningful opportunities for social interaction, collaboration and communication within daily routines.

Teaching (for example, CPD, recruitment and retention)

Activity / Focus Area	Expenditure (£)
HLTA cover for ITTs	£20,000.00
CPD for new subject areas (Forest School and Cooking)	£3,000.00
Leadership behaviours and culture	£2,700.00

(Emotional regulation and resilience CPD)	
Total Spend	£25,700.00

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

Activity / Focus Area	Expenditure (£)
Community inclusion projects and transport	£3,070.00
Additional OT support and assessment for sensory processing needs	£3,500.00
Total Spend	£6,570.00

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

Activity / Focus Area	Expenditure (£)
Pastoral and Safeguarding Manager targeted family support	£8,000.00
Parent cafés and showcase events	£390.00
Parent workshops (Family Links, Benefits etc.)	£1,000.00
Development of second library space for reading for wellbeing	£500.00
Residential learning programme	£3,000.00
Shared snack sessions promoting social communication	£2,340.00
Total Spend	£15,230.00

Total Expenditure Across All Areas: £47,500.00

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The social and emotional needs of our service children's families were such that our pastoral lead worked closely with families to support where there was need.
What was the impact of that spending on service pupil premium eligible pupils?	This provided support for managing the emotional needs of the children and, over time during the year, the pupils became more settled and engaged in their learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated which activity undertaken in previous years had significant impact on outcomes for disadvantaged pupils and looked to further embed and build on these. We also considered where the impact of our spending could have been greater. We looked at local and national research to discover strategies that have had a positive impact.