



Pupil Premium Funding and SEND Report & Strategy 2025-26

What is the Pupil Premium Grant?

The Pupil Premium is a government initiative introduced in April 2011. It targets additional funding for disadvantaged children in the following categories:

- Students who are, or who have been previously (in last 6 years), eligible for free school meals (FSM)
- Looked After Children (LAC) (sometimes referred to as Children in Care – CiC); children previously looked after by a local authority or other state care, referred to as Pupil Premium + (PP+)
- Children and young people with parents in the regular armed forces, referred to as service pupil premium (SPP)

Pupil premium is not a personal budget for individual students; it does not have to solely benefit students who meet the funding criteria. It can also be used to support:

- Other students with identified needs, such as those who have or have had a social worker, or who act as a carer
- Whole class interventions which will also benefit non-disadvantaged students

PP+ for LAC/CiC

PP+ grants are allocated by the Virtual School of the local authority in which the child was placed into care. It is usually a requirement that schools allocate their PP+ spend against targets on the student's Personal Education Plan (PEP). This can be up to £600 per term. Exceptional funding in excess of this can also be requested.

[Norfolk Virtual School PP+ Guidance](#)

[Suffolk Virtual School PP+ Guidance](#)

What barriers do students eligible for the Pupil Premium Grant face?

The barriers and challenges disadvantaged students face are complex and varied. However, we have identified several barriers that we believe are particularly relevant to our disadvantaged children:

- Social, Emotional and Mental Health (SEMH) is identified as their primary need on their EHCP, alongside other identified special educational needs and/or disabilities
- Have experienced trauma/[adverse childhood experiences \(ACEs\)](#)
- Are a looked-after child or have previously been in care
- Have a social worker, family support worker and/or other external agencies supporting them and their families
- And, due to their identified needs and experiences, which for a number of our students includes school exclusions and/or inconsistent school provision prior to joining Future Education, there are significant gaps in their development, learning, and knowledge of the wider world around them

Due to our high percentage of students eligible for Pupil Premium and guidance that allows for this funding to also benefit ‘non-disadvantaged’ students, we allocate our Pupil Premium Grant to resources with the aim of supporting the development of our students’ wellbeing and their academic progress and attainment across our whole school cohort.

Where students are eligible for PP+ funding, this additional funding will only be allocated to the provision and/or resources identified specifically for them through their PEP.

How do we decide how to spend the Pupil Premium Grant?

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- [Education Endowment Foundation Guide to the Pupil Premium](#)
- [Promoting the education of looked-after children and previously looked-after children – DfE Statutory guidance](#)
- [Support from the local authority Virtual Schools](#)
- Our professional experience of what works best and the guidance from external professionals working within SEND/LAC(CiC) support
- Our expert knowledge of our school’s context

Summary Information					
Academic Year	2025-26	Total number of students	41 (September 2025)	Date of most recent PP review	September 2025
Total PP funding	£24,480 (Norfolk)	No of students eligible for PP	32 (September 2025)	Date planned for next internal review	December 2025 March 2025 September 2025
Additional Total PP+ funding requested (to date)	September 2025 - £1,200 (from Suffolk Virtual School for 2x CiC students)	No of looked-after students, eligible for additional PP+	4 (September 2025)		

Review of spending - previous year (2024-2025)

Aims & Summary of Actions	Impact	Reflections/Next Steps?	Cost
<p>Students make expected progress (accounting for their identified needs) in their reading ability so that they can apply these skills in a range of contexts</p> <ul style="list-style-type: none"> • Reading/phonics/literacy/language interventions delivered by UEA students and SALT, under guidance from SENDCO and Curriculum Lead • Reading merits for independent and class reading across curriculum recorded and student effort recognised in assemblies • World Book Day activity March 2025 – Retelling fairytales in the ‘style of Future Education’ • Termly assessment of reading ages 	<ul style="list-style-type: none"> • Reading age average progress 2024-25: 1y9m (2023-24:1y4m) • Notable improvements: <ul style="list-style-type: none"> ○ KE – 8y0m (June 2024) to 12y5m (June 2025) ○ FAS – 10y1m (June 2024) to 12y5m (June 2025) ○ HBa – 10y11m (June 2024) to 12y0m (June 2025) ○ HC – 13y5m (June 2024) to 15y0m (June 2025) ○ RH – 12y5m (June 2024) to 13y5m (June 2025) • Students feeling encouraged to read in class – often asking if a task counts as a reading merit! 	<ul style="list-style-type: none"> • As students continue to make good progress overall with reading, next steps would be to look at how their experiences with reading and learning can be enhanced further, e.g. through the use of technology • Some students still struggle to engage due to anxieties around reading, often due to needs around processing and dyslexia. If we can use technology to enhance reading, can we also use technology to address barriers to reading? • The intervention process is still being further developed - included on the 2025-56 SEDMI. Are we ensuring that all students who require interventions are being identified? Are we ensuring that the focus of the intervention is right for the student’s needs? Do the students understand how they will benefit from the intervention? How can we ensure that student progress and strategies are fed back into the classroom? • With more focus upon skills/activities that are not specifically ‘philosophical’, P4C will become ‘Pebble Pathway’ – 	<p>Employment of UEA students x3</p> <p>SEND budget - £1,000</p> <p>P4C budget - £500</p> <p>Additional funding requested through PPG</p>
<p>Effective implementation needs-identified intervention and provision allow students to make social and academic progress within the classroom (including vocational subjects)</p> <ul style="list-style-type: none"> • Interventions delivered covered: <ul style="list-style-type: none"> ○ Speech and Language Therapy ○ Lego Therapy (communication and fine motor skills) ○ R&R (emotion literacy and regulation development) ○ Wellbeing (cooking, physical activities, art/craft activities, 	<p>The provision of intervention sessions with emotionally available adults has supported to students to develop their confidence with communication skills, emotional regulation, cognitive skills, as well as skills in physical exercise and cookery, supporting the development of their wider life skills.</p> <p>Providing the students with opportunities for 1:1 intervention also give students a ‘break’ from the</p>		

<ul style="list-style-type: none"> o supporting emotional regulation) o ‘Personal Training’ (physical development and emotional regulation) o Individual mentoring through activities such as fishing, pool, gym etc, providing time with an ‘emotionally available adult’) o Additional literacy, maths and subject specific interventions to target gaps and specific learning needs • Recording of intervention progress through Provision Map • SENDCO and Curriculum Lead auditing of interventions, identification, and progress 	<p>classroom environment; it has been carefully considered, when coordinating interventions, where students would benefit from time to regulate and learn in an environment without their peers.</p> <p>Provision and Learning Support meetings with LSAs and intervention staff have provided a channel through which to share progress and concerns about students’ emotional and learning needs, which has further informed the content of the individual student’s intervention sessions.</p> <p>Please see Appendix for feedback from intervention staff.</p>	<p>focusing on developing the skills and understand of their needs that students need to be successful on their ‘pathway’ through school and life – a new SOL needs to be developed</p>	
<p>Continue to improve student social communication and interaction skills through the implementation of Philosophy for Children (P4C) lessons</p> <ul style="list-style-type: none"> • Delivery of weekly P4C lessons by JS and DSt for each teaching group • Recording of student work/progress through scrap books – photographs, examples of work 	<ul style="list-style-type: none"> • Scrapbooks documenting student work and activities presented inspections, including ISI, to evidence how the school is addressing SEND needs and assessing progress in ‘soft-skills’. • Both JS and DSt found that it was more beneficial to focus on building communication and interaction skills through activities that also targeted other cognitive areas and skills. J • S has noted that facilitating meaningful ‘philosophical debate’ was hindered by student absences and interventions. • However, the use of boardgames which challenged students’ communication and turn taking skills, attention and problem- 		

	solving skills was beneficial for assessment of student skills in these areas and promoting their development.	
Other:		

Overall aims of strategy i.e. *How will these barriers be overcome?*

Aims	Success Criteria (specific and measurable)	Actions
Interventions support students to make emotional and/or academic progress, considering their SEND and trauma informed needs.	Students are applying strategies/tools learnt in interventions in their lessons and interactions in the wider school environment; this has a positive impact on emotional and/or academic progress.	<p>Also see SEDMI</p> <ul style="list-style-type: none"> • JS & KF continued work on developing intervention process for identifying, implementing and monitoring interventions for student progress. • Half-termly intervention review meeting with all intervention staff – identify students making progress and those requiring support – JS & KF • Student progress reviewed in T&L (learning walks, book scrutiny, student focus) – KF • Student progress reviewed in PALS (what’s working well, concerns, feedback from EHCP/CiC reviews, Boxall Profile analysis) – JS • Intervention staff to track student progress, intervention targets and summary of work on Provision Map <ul style="list-style-type: none"> ○ JS to do recap sessions on using Provision Map with staff
Develop the expertise within delivery and support staff to identify specific learning needs.	Teaching and support staff feel upskilled to be able to identify student need, discuss need within meetings, and implement strategies.	<p>Also see SEDMI</p> <ul style="list-style-type: none"> • Student progress and need discussed in T&L and PALS meeting each week. • JS & KF / SLT identify CPD areas for focus –based on

		<p>student need and appropriate support strategies (EHCPs/PEPs/professional reports/observations/assessments)</p> <ul style="list-style-type: none"> • Delivery of CPD sessions focused on student needs <ul style="list-style-type: none"> ○ Teaching and Learning Staff - Mondays ○ PALS – Tuesdays ○ All teaching and support staff - Thursdays
<p>Strategies and resources (including technology) maximise student progress and levels of intellectual safety.</p>	<p>Students are independently using the strategies taught to them and/or resources given to support their learning; they are confident to ask for help when needed.</p> <p>Students are consistently attending lessons and planned interventions; students are engaged in their learning.</p>	<p>Also see SEDMI</p> <ul style="list-style-type: none"> • KF leading identification/research into how technology can be used across the curriculum • Identification of potential resources, programmes etc that can be used in specific subject areas, and purchasing • Staff engage in training for resources and strategies, focusing on how to implement successfully - JS/KF to support in identification and delivery • Learning walks to monitor use of strategies and resources; feedback to staff – Teaching & Learning Team • Assessment – formative, summative, scrap books, reading age, 7Cs, Safe Approach assessment, Boxall Profiles

Appendix

Impact of R&R Zone (Trauma Informed Emotional Literacy intervention)

The R&R zone remains a sanctuary where students are able to engage in therapeutic activities on a one to one basis in a tranquil and sensorially enriched environment offering inviting experiences for each of the 5 senses. Each R&R session is tailored to individual needs and desires with a focus on the trauma-informed approach with a trained Trauma Informed Practitioner demonstrating Affect Attunement (supports with building trust, emotional healing, deeper connections), Containment (aids in managing overwhelming feelings, processing distressing thoughts), Empathic Responses (fosters deeper connections leading to more supportive interactions) and more. Each student has access to activities based on the biophilia hypothesis, sensory needs, emotional regulation and self-awareness as well as learning basic life skills. The benefits of this flexible approach for students within the school look like: enhanced social interaction, reduced behavioural challenges and a higher sense of belonging within the school and the community.

Jessica Pomfrey, Therapeutic Youth Worker

Safeguarding and behaviour entries on CPOMS show that R&R therapeutic sessions have provided students with a safe space in which to discuss their difficulties, worries, and life events. Where discussions raise safeguarding concerns and provide further context to their ongoing trauma or SEND needs, these are recorded by Jessica following the student's session, and as appropriate, next steps are actioned by the safeguarding team. As a result, this continues to inform our ongoing provision and trauma informed training for staff to be able to support these students in the classroom.

Impact of Lego Therapy

At Future Education, weekly Lego Therapy sessions have provided a safe, consistent, and engaging environment for students to strengthen both practical and interpersonal skills. The sessions combine hands-on learning with structured social interaction, supporting students in areas such as concentration, descriptive language, and confidence in collaborative problem-solving. As a result, participants have been able to transfer these skills beyond the therapy room into their wider school experience.

Progress Through Lego Therapy:

- Weekly sessions allowed practice with precision movements and task persistence.
- Encouraged to use patience and problem-solving skills when models became challenging.
- Learned to follow increasingly complex building instructions with reduced prompting.
- Worked collaboratively with peers, listening and responding during group activities.

Impact:

- Independently completed multiple Lego models of increasing complexity.
- Significant improvement in hand-eye coordination, dexterity, and fine-motor strength.
- Enhanced ability to concentrate, listen, and process instructions.
- Greater resilience and confidence when tackling problem-solving tasks in the classroom.

Hannah Butcher, Therapeutic Educational Practitioner

Impact of Speech and Language Therapy

Last September I had the privilege of stepping into the role of Speech and Language Therapist here at Future Education.

Each Speech and Language Therapy session focuses on the student's individual communication profile regarding their speech, language and communication needs. Intervention sessions are adapted to be holistic and person-centered, catered to the student's own interests. Trauma-informed practice during one-to-one sessions has created a safe space where students feel comfortable to express any needs or concerns and they can then be supported to communicate these to others. Speech and Language Therapy intervention sessions have developed the student's confidence and skills in receptive/expressive language and social communication. Talking mats have been used to increase a student's awareness of their communication in different contexts and have allowed for the identification of any communication breakdowns that may occur at home or school.

First hand feedback from students has shown that students feel seen and heard. One student expressed "I'm glad I have you because I get a one-to-one with you and I get to talk to you. I'm glad you came into my life because you're actually helping me...cos at my old school I got none of this".

Speech and Language therapy also supports communication partners such as school staff, parents and any professionals who may be working with the child. Recently, I had the opportunity to support a student's understanding and communication during weekly meetings with their social worker, which allowed them to communicate with an unfamiliar conversation partner and therefore access further support.

Sarah Bulley, Speech and Language Therapist

Further SEND & CiC Updates for 2024-25:

Consultation Responses

A new system from NCC for responding to referral consultations for potential students went live during Spring 2. This new system requires the school to respond to referrals by stating how they will meet each individual Outcome in Section E of the young person's EHCP, with reference to their stated provision in Section F of their EHCP. Additional rational is required for any additional costs/provision that the school feels will be required to meet the young person's needs.

Total of 13 consultations responses have been completed through this new system by the SENDCO and Operations Manager since Spring 2. All responses were successful with the students receiving a place at Future Education for September 2025 (5 Tailored Deliver, 8 main school).

EHCP Reviews

Annual Reviews completed for all students except for 2 reviews requiring rearranging for Autumn 1 2025 – however, these are students new to the school in 2025, so not out of schedule.

Cessations of placement

6 Emergency Reviews were carried out over 2024-25 for cessation of placements

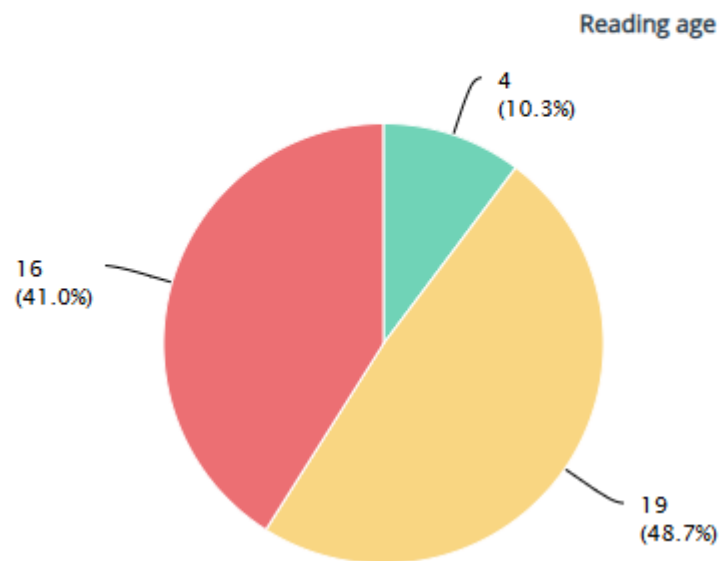
PEP Reviews

All PEP reviews for CiC students completed for the academic year

Reading Ages

Whole school overview, including new starters:

School overview



Red – Significantly below actual age; Amber – Below actual age; Green – At or above actual age

Overall progress between September 2024 and June 2025 who started prior to May 2025: +1y9m

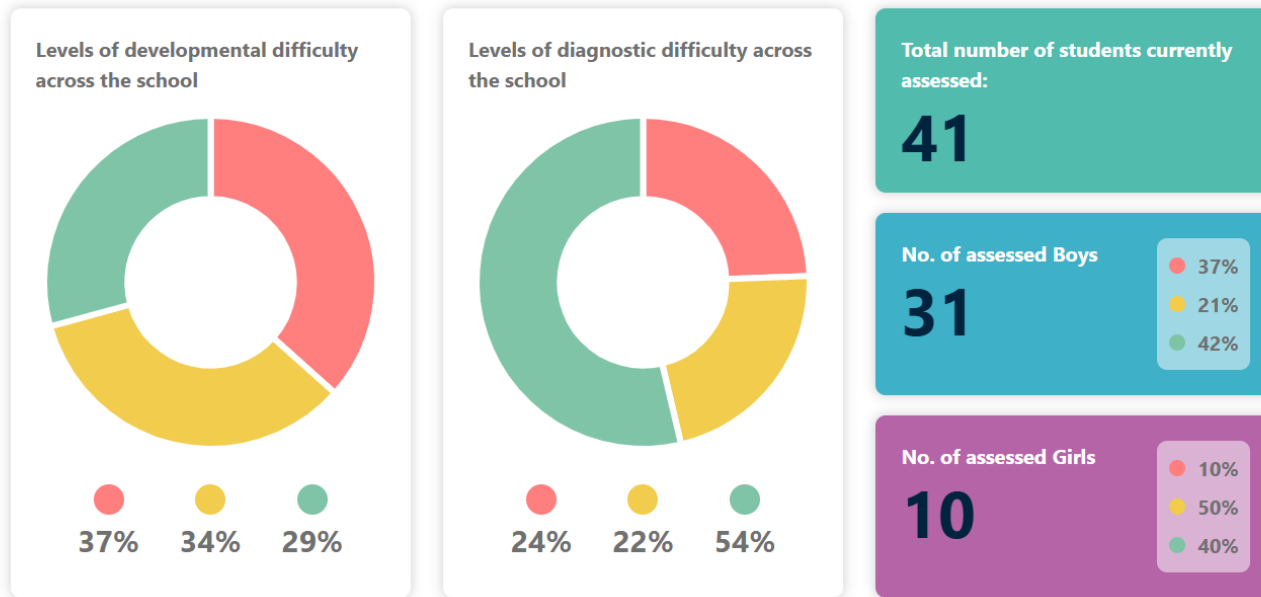
Boxall Profile current school overview of data

The Boxall Profile is the unique psychosocial assessment tool used to determine children and young people's social and emotional functioning and wellbeing (Bennathan, 1998). The assessment provides teachers and professionals working with children and young people with an insight into their world, allowing them to think about what might lie behind challenging behaviour and what their needs might be. Once needs have been identified, the Boxall Profile can be used to plan and review the support offered to pupils. 3 The Boxall Profile is divided into two sections, each comprising 34 questions:

DEVELOPMENTAL STRANDS – measure different aspects of the children and young people's cognitive, social and emotional development that influence how well they are able to learn and function in the classroom.

DIAGNOSTIC PROFILE – measures children and young people's challenging behaviours that prevent successful social and academic performance. These behaviours are directly or indirectly the result of impaired development in the early years and can be resolved once the social and emotional needs are identified and the necessary skills are developed.

A snapshot of your school's data



Suggestion

● High levels of difficulty ● Low levels of difficulty ● No apparent difficulty

CPD

Delivered to staff by JS:

05/09/2024 - The Pros and Cons of Phonics - Alternative Strategies for Supporting Reading and Writing/Spelling

12/09/2024 - SEND Information Report - gathering staff ideas for making it 'user friendly'

15/11/2024 - Supporting Students with Sensory Processing Disorder

06/01/2025 - Rejection Sensitive Dysphoria

13/05/2025 – Speech, Language and Communication – using the Four 'S's – delivered by JS & SB (SALT)

Delivered by to staff by HB:

27/02/2025 - Lego Therapy (supported by JS and HT)

Attended by JS:

19/03/2025 - Essential SENDCO Network Meeting run by Dr Judith Carter, Willow Tree Learning - focus on Local and National updates, new Ofsted framework, and the Polyvagal Theory (emotional regulation, social connection, and fear response - JS was in a unique, and expert (!), position to be able to discuss with the whole group how Future Education have used understanding of this theory in our trauma informed practice.

26/03/2025 - Zone Inclusion Partnership (ZIP) meeting, run by NCC, held at CNS - first meeting of NCC's new SEND and Inclusion support system; focus was upon discussion about the purpose of the meetings, how NCC are restructuring SEND and Inclusion, what schools within the area feel are common areas of support required, networking with local SENDCOs/Headteachers.

15/05/2025 – DSL Update Training

Self-directed study projects:

All teaching staff and LSAs worked on 'self-directed study' projects across the year. These projects were to allow staff to focus on an area of interest related to SEND/trauma within the school, enhance their knowledge/skills, and share their learning with colleagues at the end of the academic year.

Project themes included:

- Using signing/sign language to aid communication
- Concrete, pictorial, abstract approach in maths
- The benefits of music/music tuition for neurodivergent learners
- Using music memories to support students with identifying key life events
- Visual impact of learning environment/displays on students
- Engaging parents/carers of students with SEND in the careers guidance process
- Supporting students' learning using recall strategies
- The impact of sleep on teenage brains
- Restorative approaches to managing conflict
- The use of technology to enhance learning

Other:

1x LSA completed Level 3 Teaching Assistant Course with specialism in SEND in June 2025

1x LSA commencing Level 3 Teaching Assistant Course in September 2025 – JS to mentor in role as SENDCO and line manager