



Pupil Premium Strategy Statement 2025-26

This statement has been completed in line with DfE guidance on [using pupil premium](#) to detail 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	Fiveways School
Number of pupils in school	87 pupils (100 incl. 13 pupils in 6 th Form)
Proportion (%) of pupil premium eligible pupils	44 pupils = 51% (44% incl. 6 th Form) 42 FSM 1 CLA 1 service
Academic years that our current pupil premium strategy plan covers 3 year plans are recommended	2 years *updated Oct 2025
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Swavek Nowakiewicz
Pupil premium lead	Sam Ensor – Deputy Headteacher
Governor / Trustee lead	T Richards (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on financial year allocation)	£ 53,770
Pupil premium funding carried forward from previous years (based on financial year allocation)	£0
Total PPG	£ 53,770

Part A: Pupil premium strategy plan

Statement of intent

Includes information on:

- ✓ *What are your ultimate objectives for your disadvantaged pupils?*
- ✓ *How does your current PP strategy plan work towards achieving those objectives?*
- ✓ *What are the key principles of your PP strategy plan?*

At Fiveways we are committed to using Pupil Premium to best effect, which includes combining it with other resources and working with others to maximise its impact. All pupils have severe, profound and multiple learning disabilities (SPMLD) so the funding is carefully targeted by school for the long term to ensure pupils progress towards their best life in adulthood and beyond school through high quality teaching.

“What does a good life look like for me now and in the future”

Priorities are informed from a variety of sources including an annual cycle of information from parent carers, staff, EHCPs and Person Centred Annual Reviews, internal and external evaluation / audits and questionnaires. One of the most important of these is the progress of individuals and groups of pupils across the school against their Personal Learning Goals (PLGs). This enables us identify strengths & needs, plan highly personalised PLGs and prioritise spending of this funding to support the specialist and personalised approaches required for pupils to progress.

All pupils are set PLG milestones based on Annual Review of EHCP, ongoing assessment and annual strengths and needs analysis. PLG milestones are bespoke, highly individual and personalised with progress measured as such; baselines and expected outcomes set are personalised and vary greatly between pupils. As a result, there is no direct comparison between pupils progress. This is deliberate and based in the principles of Rochford Review and the very individual needs of pupils with SPMLD.

In our context, therefore, it is important to note that progress will not be above the national average.

Most pupils are expected to make a minimum of 70% progress towards their PLG milestone expected outcomes. “Most” recognises that some pupils’ priorities will be to maintain their achievements and health and a few may have regressive conditions.

We aim for all pupils in receipt of PPG to make progress towards PLG milestones on par with pupils not in receipt of PPG.

Challenges

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

Challenge number	Detail of challenge
1	All pupils at Fiveways School, including those in receipt of PPG, have severe, profound and multiple learning difficulties. A high proportion have at least one additional need alongside their primary need, facing additional challenges including significant physical and sensory disabilities. This requires both highly specialised and personalised interventions and high levels of staffing (1:1 and small group) for small steps progress.
2	High Quality Teaching: A large recruitment of new staff in school as a result of rapidly expanded pupil numbers and provision / school site. Need to develop, maintain and refresh specialist SEND knowledge and skills to ensure high quality education and pupil progress
3	Specialist resources, equipment and therapy input required for pupils is expensive and more required for increased population
4	Complex communication, interaction and language difficulties which underpin many challenges to learning. Requires regular and consistent specialist interventions, strategies and approaches closely linked to wider context and preparation for adulthood. Links with 3 regarding resourcing Alternative Augmentative Communication (AAC) devices and systems
5	Engagement and positive learning behaviours: Pupils may demonstrate significant behaviours that challenge as a result of difficulties with the ability to effectively understand and use social communication - Behaviour is communication These need to be addressed to enable pupils to access learning, community positively, safely and prepare them for life beyond school and adulthood.
6	Many pupils have complex health, medical care and physical needs which impact significantly upon their welfare, health and attendance. When in school, this requires careful management to enable them to be ready to learn and actively engage. Attendance is carefully monitored and addressed as appropriate. A school nurse is employed and wherever possible clinics are hosted on site to minimise time lost to appointments e.g. orthotics, dietician, wheelchair

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>Communication & Interaction (C&I)</p> <p>Provision of a specialist C&I team so they can model, support, challenge and monitor that C&I strategies and systems are consistently and effectively used and that essential supporting resources are provided e.g., grids, symbols, VOCAs.</p> <p>Maintain and develop teaching staff specialist C&I skills and knowledge through CPD, monitoring and modelling in class; particularly new staff.</p> <p>Pupils have access to and are using personalised C&I strategies / systems at school and home.</p> <p>Provide both direct & indirect support for high quality teaching.</p>	<p>Pupils maintain and achieve good progress towards My Communication Personal Learning Goal milestones (PLGs) at least in line with pupils not in receipt of pupil premium.</p> <p>Teaching staff consistently implement and effectively model / teach pupils use of personalised C&I strategies as part of high-quality teaching.</p> <p>Parent carers have understanding and skills to support their child's communication and interaction strategies / systems and are actively engaged.</p> <p>Specialist, personalised communication strategies & systems (resources) are provided, updated & monitored to meet needs of pupils so they can communicate as effectively.</p>
<p>Behaviour, Social, Emotional (<i>very closely linked with C&I outcome</i>)</p> <p>Behaviour is communication so specialist C&I team will model and monitor that C&I strategies and systems are consistently and effectively used and that essential supporting resources are provided e.g., grids, symbols, VOCAs.</p> <p>Maintain and develop teaching staff skills and knowledge in learning support / C&I through CPD, monitoring and modelling in class; particularly new staff.</p>	<p>Effective communication by staff and communication systems for pupils leading to safer behaviours, greater engagement & positive learning behaviours.</p> <p>Pupils maintain and achieve good progress towards My Communication & Myself & Others or Community Personal Learning Goal milestones (PLGs) in line with pupils not in receipt of pupil premium</p>
<p>Music Therapy</p> <p>Enhanced provision of specialist tuition focused on developing pupil self-awareness, engagement, communication & interaction, and positive social relationships.</p> <p>CPD for teaching staff and specifically those delivering additional interventions including modelling.</p>	<p>Pupils maintain and achieve good progress towards My Communication, Myself & Others Personal Learning Goal milestones (PLGs) in line with pupils not in receipt of pupil premium.</p>

<p>MOVE: Physical Health, Functional Movement</p> <p>Enhanced targeted specialist input & support to improve pupils health & physical well-being.</p> <p>MOVE Team oversee assessment & delivery of personalised interventions including 1:1 and with groups. They support / model in class for teaching teams providing holistic & consistent approach for high quality teaching.</p> <p>MOVE team & school nurse oversee and manage clinics & appointments in school.</p> <p>CPD for teaching staff and specifically those delivering additional interventions</p>	<p>Pupils maintain and achieve good progress towards My Body or Health Personal Learning Goal milestones (PLGs) in line with pupils not in receipt of pupil premium</p> <p>Parent carers have understanding and skills to support their child's health and physical wellbeing and are actively engaged</p> <p>Pupils use functional mobility to access learning & community to the best of ability.</p> <p>Pupils receive regular clinics from services in familiar surroundings e.g., orthotics, medical, physio., occupational therapy.</p>
<p>CPD</p> <p>Maintain and develop teaching staff specialist high quality teaching and therapeutic skills and knowledge through CPD, modelling, focused visits to other settings and moderation</p>	<p>CPD schedule & training is targeted towards enhancing staff to deliver high quality teaching and therapies.</p> <p>Teaching staff (particular new staff) consistently and effectively implement strategies and provide high quality teaching for pupils with SPMLD.</p>

Activity in this academic year

As recommended by EEF Guide to Pupil Premium, Fiveways School takes a tiered approach to Pupil Premium which includes high quality & specialised teaching, targeted support and wider strategies. There are close links between teaching and targeted support particularly CPD aspect as our approaches focus highly on interventions being modelled and shared with teaching teams to deliver with pupils in context and promote high quality teaching for pupils with SPMLD.

Teaching e.g. CPD, recruitment and retention

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge numbers addressed
MOVE lead equivalent 4 days weekly MOVE training & CPD for trainers & practitioners (Teachers & TAs)	School formative assessment and progress measures MOVE Research papers & case studies : Positive impact is a result of “ <i>The integration of therapy and educational targets for functional movement...</i> ” in context. Pupils are “... <i>learning functional skills within meaningful settings - the ecological model - which has been recognized as the most effective way for children and young people to learn skills.</i> ”	1 2 3 6
Communication & Interaction Team capacity to deliver CPD & support implementation of GLP*, AAC & bespoke communication systems. Direct training & CPD modelling in context	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Naturalistic approaches (in context) to teaching and intervention integrate skill development into daily interactions and classroom practices where professionals in collaboration deliver interventions which enable effective embedding and generalisation. *GLP (Gestalt Language Processing)	1 2 3 4 5
Behaviour as communication Team Teach CPD for positive behaviour support, de-escalation, RPI. Team Teach trainer reaccred. Executive Functioning CPD	Evidence-based training, certified by British Institute of Learning Disabilities (BILD), Institute of Conflict Management (ICM) & National Training Awards (NTA). https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions Engagement & positive behaviour are re requisites to academic learning & successful life skills	1 2 4 5

Targeted academic support e.g., 1:1 support, structured intervention

Budgeted cost: £46,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy x2 day	School formative assessment and progress measures Learning behaviours & engagement https://www.bamt.org/content/5071/Live/document/Learning%20Disabilities.pdf Emotional, motivational and interpersonal responsiveness of children with autism in improvisational music therapy	1 3 4 5
Communication & Interaction Interventions & team enhancement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Research Articles: Naturalistic Instruction and AAC Studies on AAC Modelling Based Interventions “If communication skills are to be functional, they must be used in and across natural contexts.” Naturalistic approaches to teaching and intervention integrate skill development into daily interactions and classroom practices which enables effective embedding and generalisation. https://www.meaningfulspeech.com/research-and-resources	1 2 4 5
MOVE team enhancement x 1 day	School formative assessment and progress measures MOVE Research papers & case studies: Positive impact is a result of “ <i>The integration of therapy and educational targets for functional movement...</i> ” in context. Pupils are “... <i>learning functional skills within meaningful settings - the ecological model - which has been recognized as the most effective way for children and young people to learn skills.</i> ”	1 2 3 6

Wider strategies e.g., related to attendance, behaviour, wellbeing

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources to enhance engagement in learning e.g. bespoke resources adaptations, events Health & medical PFSA home school support	School formative assessment and progress measures https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 2 3 4 5 6

Total budgeted cost: £53,770

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact pupil premium activity had on pupils in 2024-25 academic year.

Pupils in receipt of PPG:

- Made progress towards PLGs and that progress was on par with pupils not in receipt of PPG.
- Achieved at KS1 & KS2 statutory assessments on par or better with pupils not in receipt of PPG. At KS1 in some cases exceeded & at KS2 in all cases exceeded.

This was assessed through:

- Teacher assessments Yr2 & Yr6: Pre Key Stage Standards & Engagement Model; All pupils KS1 – 4. Quantitative
- Phonics KS1
- Evidence for Learning (EfL): Evidence captured for PLG milestones - Qualitative.
- EfL Insights: Tool to extract and analyse teacher assessment in EfL assessment books (personalised progress from baselines to expected outcomes) – Quantitative
- Pupil Progress meetings x 2 annually: With teachers to investigate reasons behind progress data and actions to take to promote further progress – Quantitative and qualitative

Statutory Data 2024-25

	EYFS Profile	Pre Key Stage Standards (PKSS) & Engagement Model (EM)		Phonics Screening		MTC Multiplication Tables Check
		End KS1 7 pupils	End KS2 3 pupils	Yr1 5 pupil	Yr2 7 pupil	Yr 4 8 pupils
2024-25	Emerging 100%	1 at PKSS = 14% 6 at EM = 86% (incl. 1 x WT PKSS1)	1 at PKSS = 34% 2 at EM = 66% (incl. 1 x WT PKSS1)	12 pupils 100% Working below 0 pupils 0% Achieved		100% Working below 0 pupils 0% Achieved

Personal Learning Goal milestones July 2025

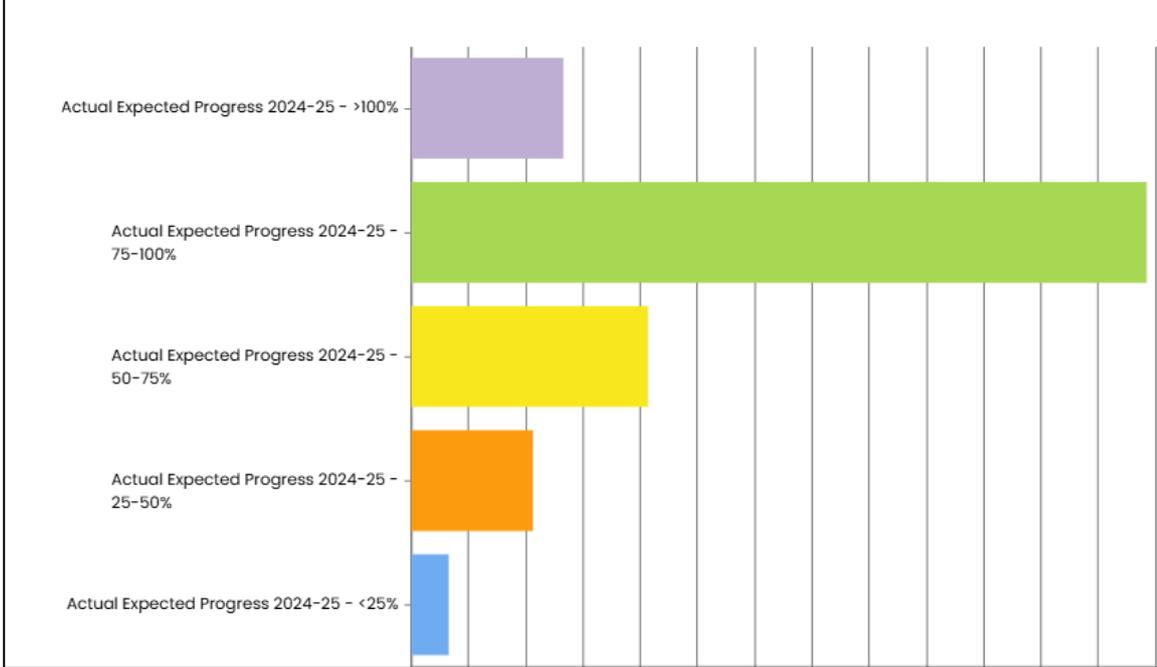
Fully Achieved /Exceeded 70 pupils = 69%

Working at Target 20 pupils = 19%

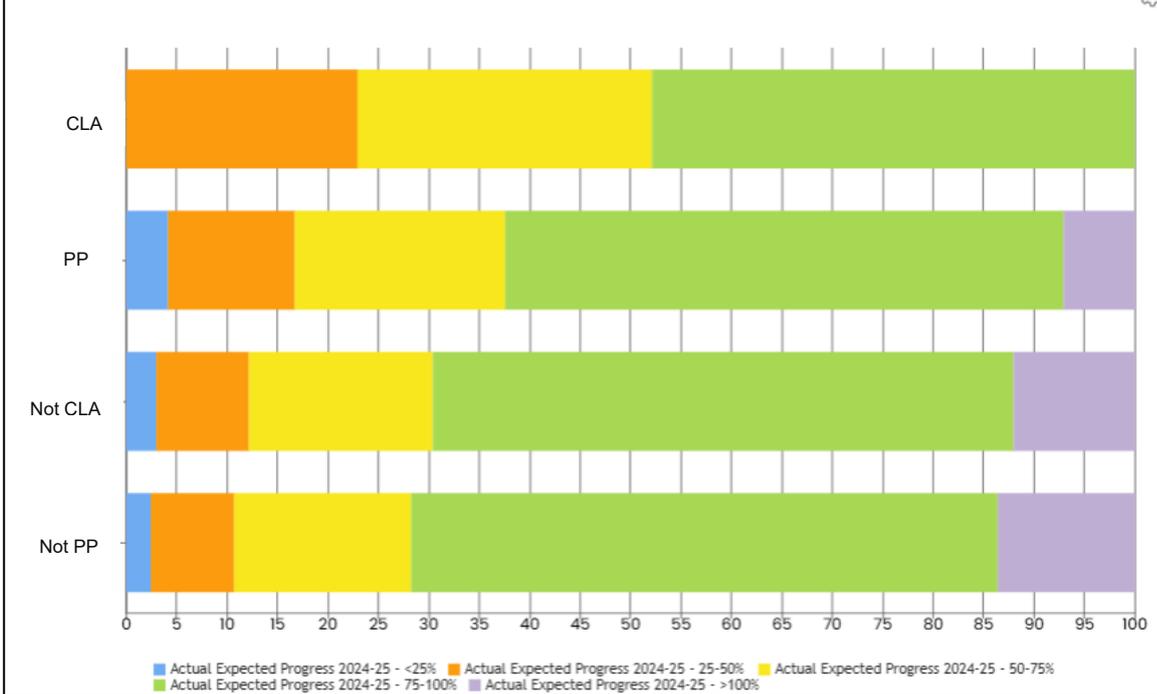
Working Toward Target 8 pupils = 9%

Below Expected 2 pupils = 3%

PLG Milestones Whole School 2024-25 (All data)



PLG Milestones PPG & Non PPG Comparison July 2025



Externally provided programmes

Include names of any non-DfE programmes purchased in the previous academic year.

Programme	Provider