

Pupil premium strategy statement – The Edith Borthwick School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	40.49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 – 2028/29
Date this statement was published	17 th November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Maggie Loveday Governing Body – Pending Full Governing Body Meeting approval in Dec 25
Pupil premium lead	Maggie Loveday/Samantha Lawrence (from 6/1/26) – Headteacher/Interim Headteacher Lucy Crisp – Deputy Head Lisa Solvey – Deputy Head
Governor	Robin Reeve

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£107,705
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Part A: Pupil premium strategy plan

Statement of intent

The Edith Borthwick School is a special school for children aged 3-19 years with autism, Severe Learning Difficulties and Profound and Multiple Learning difficulties. Many of our learners have high needs around their cognition and learning, communication and interaction, speech and language, ADHD, emotional regulation and mental health. All learners have an Education Health Care Plan. Levels of attainment upon entry to the school are significantly below age related expectations. The catchment area is wide, with pupils placed from across Essex and from neighbouring counties.

Our strategy is driven by the needs and strengths of each young person, not by school expectations. This helps us to ensure that we offer the relevant skills and experience they require to achieve greater independence and to prepare them for the next stage of their learning and life journey.

Although the strategy plan is focused on the needs of disadvantaged pupils, it will benefit all pupils within our school where funding is spent on whole-class and whole-school approaches such as high quality teaching, speech and language therapy and family support. As there is no discernible gap in performance between our pupils due to their additional needs, we have therefore identified all of our pupils as needing further and additional support and will continue to access the premium to supplement this.

The key principles of our plan are to ensure that our learners are able to access everything that they need to enable them to follow our vision for them to 'reach and go beyond their potential'. We aspire to our school being the 'pinnacle of excellence' for SLD provision, as our learners deserve the very best provision to meet their complex needs.

Our REACH values – respect, encourage, achieve, care and have fun encompass what we want our learners to experience every day. Our pupil premium strategy will ensure that our learners can communicate in whichever way is most appropriate for them, understand their emotions to enable them to stay well regulated, access a wide variety of experiences with increased independence, be supported at home and school and stay mentally and physically well.

Challenges

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

Challenge number	Detail of challenge
1	Communication Our learners face particular challenges around their ability to communicate their needs, particularly to those who do not know them well.

2	<p>Emotional Regulation</p> <p>Our learners find it difficult to understand their emotions and what strategies can be used to help them to stay well regulated.</p>
3	<p>Individualised learning</p> <p>Our learners need a very individualised approach, based around the needs identified in their EHCP.</p>
4	<p>Mental health and wellbeing</p> <p>Our learners find it hard to understand how to keep themselves mentally and physically well.</p>
5	<p>Family support</p> <p>Our learners present with needs that penetrate their whole day, including when they are at home</p>
6	<p>Independence</p> <p>Our learners need support to develop the necessary skills to support their independence and prepare them for adulthood.</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
Speech and Language Therapists and Senior Leadership Group (SLG) continue to develop a universal, targeted and specialist communication offer developed which will be delivered predominately by class staff. The offer is embedded.	<p>Learners have individualised therapy needs identified and resources to support them to successfully communicate, such as core boards, PODB books, AAC devices.</p> <p>Staff are knowledgeable and confident at meeting learners communication needs through high quality CPD both externally and in-house.</p>
<p>All staff feel confident to support learners using the Zones of Regulation through regular CPD. School Leadership Group (SLG) and Mental Health leads lead on modelling and supporting this.</p> <p>Family workers support families to understand and implement the same strategies.</p>	<p>Learners are well regulated and ready to access learning in the optimum emotional state.</p> <p>Learners develop an understanding of what strategies can support them to remain well regulated. This information is reflected in their Pastoral Support strategies.</p> <p>The Zones of Regulation is used in every classroom and across the school to develop this and parents use it at home.</p>
<p>Classes are led by experienced teacher, where the quality of education is monitored and supported through school leadership.</p> <p>Teachers and leaders work collaboratively to develop individualised learning offers.</p> <p>Induction and CPD develops confidence and skills.</p>	<p>Learners needs are met through high quality teaching, which is individualised as necessary.</p> <p>Teachers and staff feel confidence and well supported to understand and meet the needs of the complex needs of the learners in their class.</p>

Staff wellbeing is considered alongside with outcomes for learners.	Learners make good progress and meet their educational outcomes and are happy.
<p>Learners have the opportunity to access support for their mental health at the level that they are able to access this. This may be through in house support such as counselling, therapeutic interventions such as Drawing and Talking or via external support such as CAMHS.</p> <p>Staff wellbeing is supported by in house systems or externally through services provided by the school or the local NHS.</p>	<p>Mental health support and understanding of wellbeing is embedded through the school.</p> <p>Learners feel settled and supported. They are able to access appropriate services when they need them.</p> <p>School staff are identified and supported at an early stage to access support. Staff attendance is good, meaning that learners needs are met consistently.</p>
<p>Family support staff work with families to support attendance, emotional regulation and communication at home and access to the wider community.</p> <p>They support with attending meetings and accessing assessments and appointments.</p> <p>Family support staff work closely with leadership team to identify specific needs around attendance.</p>	<p>Families feel supported and able to access services.</p> <p>Close links between home and school which reduce barriers and misunderstanding.</p> <p>Strategies are consistent between home and school.</p>
<p>Class staff, careers lead, senior leaders and family workers access a wide variety of agencies and develop strategies to support learners independence.</p> <p>School staff support each other to ensure that learners build on previous knowledge and generalise skills across all environments, including home.</p>	<p>Learners are able to access more opportunities outside of school.</p> <p>At home and in school learners are able to begin to understand and meet their own needs.</p> <p>Learners are prepared for life after school and have options available to them.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Increased staff support in classrooms to enable creation of	<ul style="list-style-type: none"> Learners well regulated Consistency of approaches 	1, 2, 3, 4, 6

more specialist classes -High quality induction programme for all staff -Peer support, teachers are released to observe good practice	<ul style="list-style-type: none"> • Knowledgeable and confident staff • Creative thinking around planning • Increased collaboration between staff • School able to admit learners with more complex needs 	
-PODD Communication training for teachers and a therapist -Qualified in house occupational therapist	<ul style="list-style-type: none"> • Increased communication skills • Universal, targeted and specific offers are understood and implemented • Improved regulation • Consistency of offer improves. • Parent courses 	1, 2, 3 6
-Therapeutic thinking training for all staff Trauma Perceptive Practice training – cover for staff - Mental health training – release time for staff	<ul style="list-style-type: none"> • Informed use of de-escalation strategies • Changes in perception around behaviour • Understanding of causes for dysregulation • Improved staff confidence 	1, 2, 3, 4, 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Training for phonics -Additional phonics resources -Phonics support assistant – release cover	<ul style="list-style-type: none"> • High quality phonics in place and differentiated for groups • Evidence from weekly feedback • Regular assessments completed to monitor progress • Ongoing CPD 	1, 3, 6
Partially funded Family support team	<ul style="list-style-type: none"> • Parent courses • Individual parent support • Home visits • Support with completion of forms • Run monthly coffee mornings for parents 	1, 2, 3, 4, 5, 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partial funding for provision of a pastoral support assistant	<ul style="list-style-type: none"> Better regulated learners Increased staff confidence Increased safety during times of challenge 	1, 2, 3, 4, 6
Provision of a School Counsellor	<ul style="list-style-type: none"> Support with mental health 1 to 1 session, pupils have managed difficulties or changes in their lives. Support when learners can't access external services 	1, 2, 3, 4, 6
Trained school staff released to deliver Drawing and Talking and Sand Play (therapeutic interventions)	<ul style="list-style-type: none"> Support with mental health 1 to 1 session, pupils have managed difficulties or changes in their lives. Support when learners can't access external services 	1, 2, 3, 4, 6

Total budgeted cost: £110,00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Historically learners in receipt of FSM or those in Local Authority Care at The Edith Borthwick School have not achieved at a consistently lower level than other groups. Progress grid assessment data collected throughout the 2024/2025 school year showed that all learners are making expected or above expected progress in at least one main area of need as is outlined on their EHCP.

All learners on FSM and all 'looked after' learners have made expected or above expected progress in at least one main priority area of need. This was identified through EfL end of term assessments and half termly monitoring meetings.

The pastoral support assistant has provided support to both classes and the Senior Leadership Group, increasing therapeutic support across the school by working with learners when they are struggling to regulate and for learners who need 1:1 support for their emotional needs, such as daily check in sessions.

The increased Leadership Team capacity has enabled us to focus on strategic decision making that ensures that learners individual needs are met effectively across all areas – emotional regulation, academic progress, communication, health and care needs.

The therapy team has worked hard to increase its training offer for parents, enabling class staff to work closely with families around communication.

The Family Worker Manager has run monthly parent support groups, linking with the parent governor. The family team have linked closely with the SLG to work on whole school improvement priorities.

Externally provided programmes

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

Programme	Provider
Mental Health First Aid Training – train the trainer for two staff members	NUCO Education

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.