

2025/26 Pupil Premium Strategy Statement – Ifield 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	282
Proportion (%) of pupil premium eligible pupils	37.7% (106 pupils)
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)	2024/2025 -2026/2027
Date this statement was published	05 November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Maddie Arnold-Jones
Pupil Premium Lead	Paul Jackson
Governor / Trustee Lead	Stephen Humphries

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,953
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>	£136,953

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our Pupil Premium Strategy Plan closely link to our School Values which are:

VALUED – SUPPORTED – CHALLENGED – SUCCESSFUL

Valued

We believe every individual is unique.

We respect the rights and needs of all.

We foster a sense of self-esteem and self-worth.

We encourage everyone to achieve their very best.

We encourage our children to be happy and confident young people who make positive contributions to their community.

Challenged

We believe that pupils succeed best when teaching staff have high expectations

We deliver a curriculum that is broad, balanced and relevant.

We set challenging individual targets.

We expect consistent high standards of behaviour.

We provide inclusive opportunities for our pupils to join with their peers within the local community.

Supported

We believe that a good learning environment stems from a committed staff who work as a team to support all pupils

We provide a happy, secure and stable environment.

We give a high level of support to all individuals.

We work in partnership with parents.

We help our pupils to develop communication, social and self-help skills.

Successful

We believe that success is important to every individual and to have that success recognised encourages further achievement

We measure success in many ways across the range of social and academic achievements.

We ensure areas of success for everyone.

We recognise every achievement however small the step.

We praise and reward success.

Our Pupil Premium strategy sits at the heart of a whole school effort, with all staff understanding the strategy and their role within.

Ifield School has adopted an evidence-based approach, so that the strategies identified to implement are proven to have an impact and believe that high quality teaching is fundamental for all pupils to achieve their intended outcomes, including those that are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Language and Communication
2	Engagement in Meaningful Learning
3	Independence
4	Regulation and Wellbeing

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
Pupil Premium pupils will be challenged to develop their language and communication skills	Pupils are provided with opportunities to develop their oracy skills, such as performance and reading aloud throughout the curriculum.
Pupil Premium Pupils will make good progress with their engagement across the curriculum	Pupils make accelerated progress in their communication and language skills, so that they are at least in line with non-Pupil Premium pupils.
Pupil Premium pupils will be increasingly independent within school and the community	Pupils' greater independence with participation in school and self-care.
Pupil Premium pupils will be mainly well regulated so that they can interact well with others	Pupils obtain the skills to support their self-regulation, to allow staff to more effectively plan, monitor and evaluate their learning.

Pupil Premium pupils' wellbeing will be positive	Pupils and their families are provided with pastoral care to increase self-esteem and develop resilience.
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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

Budgeted cost: £18 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching and Learning (£18,000) Resources to enhance engagement, regulation and independence</i>	Appropriate resources are essential to enable pupils to access the curriculum and maximise learning opportunities.	All

Targeted Academic Support

Budgeted cost: £94 553

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High quality Speech and Language provision. Internal Speech and Language Therapists to use their expertise through both direct interventions and guiding class-based interventions. £53,500</i>	The EEF Toolkit research indicates that oral language interventions can have a very high impact on pupil outcomes.	All
<i>High quality Occupational Therapist provision. Occupational Therapists to use</i>	Occupational Therapy support positively impacts on many areas of development including balance, core strength, body awareness, sensory regulation, executive functioning,	All

<i>their expertise through both direct interventions and guiding class-based interventions</i> £31,500	attention, and greater independence with participation in school and self-care.	
Specific Resources Provision of specific resources for identified Pupil Premium pupils to support individual learning. This will be informed through discussions with class teachers and other staff including Speech and Language Therapists and Occupational Therapists following reviews. For example, Pupil Progress meetings and Annual Review meetings. £9,553	Evidence from previous initiatives within the school demonstrates that targeted resources effectively support pupils in addressing their individual challenges.	All

Wider Strategies

Budgeted cost: £24400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing a range of opportunities and experiences to develop self-confidence, self-esteem, social skills, well-being, and engagement in learning. Opportunities and experiences to include Forest School £12,600	Research has demonstrated that Forest School has a significant impact on confidence, independence and general wellbeing both in the woodlands and school setting. Research shows educational enrichment activities has positive impact on wellbeing.	All

<p>Breakfast Club The school will provide a breakfast club to support pupils to transition into school and to ensure they have a good meal to start the day.</p> <p>£5,400</p>	<p>Research conducted by the Department for Education (2017) highlights that breakfast clubs in schools with high levels of Deprivation contribute to reduced hunger, improved concentration and behaviour, and enhanced social development among pupils.</p>	<p>All</p>
<p>Residential Visits</p> <p>To support individual pupils to be able to participate in residential visits including the skiing, St Omer and Thriftwood residentials to widen experiences and cultural capital opportunities.</p> <p>£6,400</p>	<p>The Learning Away Project (2015) evidenced that school residential visits have a number of benefits including improving engagement with learning, improving pupils' knowledge, skills and understanding, supporting pupils' achievement, fostering deeper relationships between peers and between students and Teachers, improving pupils' resilience, self-confidence and wellbeing, boosting cohesion and a sense of belonging and widening and deepening pedagogical skills. Ifield School has witnessed these positive outcomes first-hand, with pupils demonstrating an improvement in these areas.</p>	<p>All</p>

Total Budgeted Cost: £136,953

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

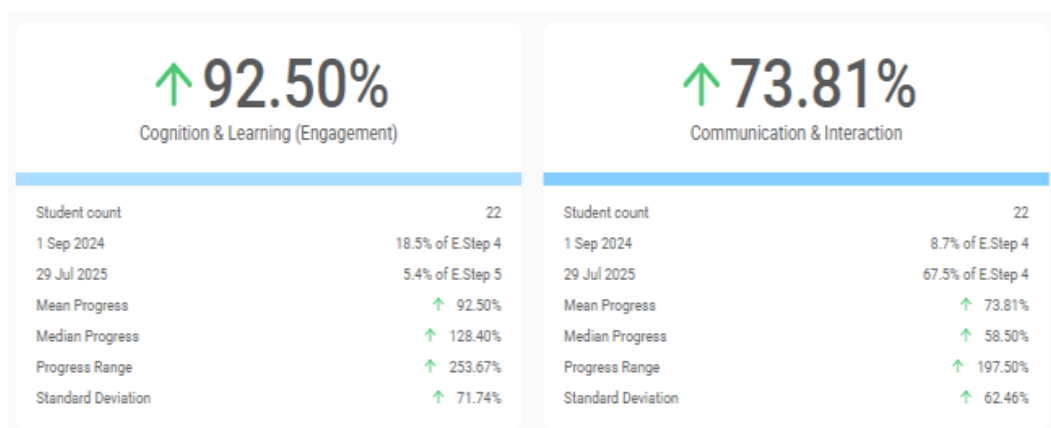
This document details the impact the school's Pupil Premium activity had on pupils during the 2024-25 academic year.

Teaching

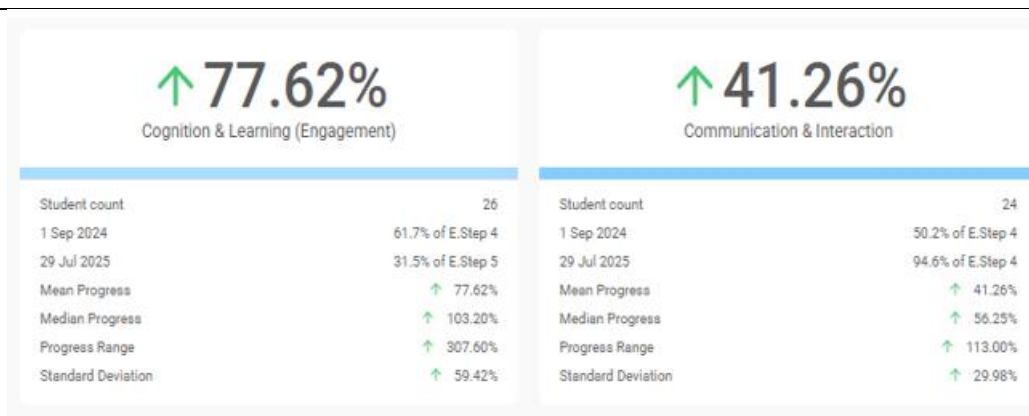
The school has invested in a range of resources for both the indoor and outside classroom learning environments. This has enabled the school to provide an expanded sensory diet for our pupils to meet the educational needs of the changing cohorts that the school is serving. Pupils are consequently more engaged in learning and developing their independence skills. This is reflected in observations from learning walks both from internal staff and external visitors, such as Challenge Partners.

The school's leaders have supported Teachers to maximise learning opportunities by developing classroom environments and this has contributed to good or outstanding progress made by Pupil Premium pupils, evidenced below, which is often in line with, or exceeding the progress made by Non-Pupil Premium pupils.

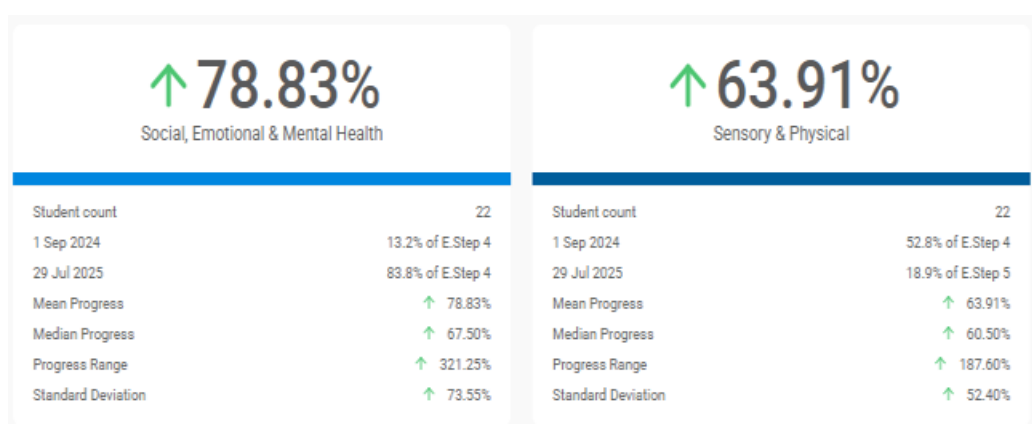
Pupil Premium Pupils' Progress in Cognition and Learning (Engagement) and Communication & Interaction



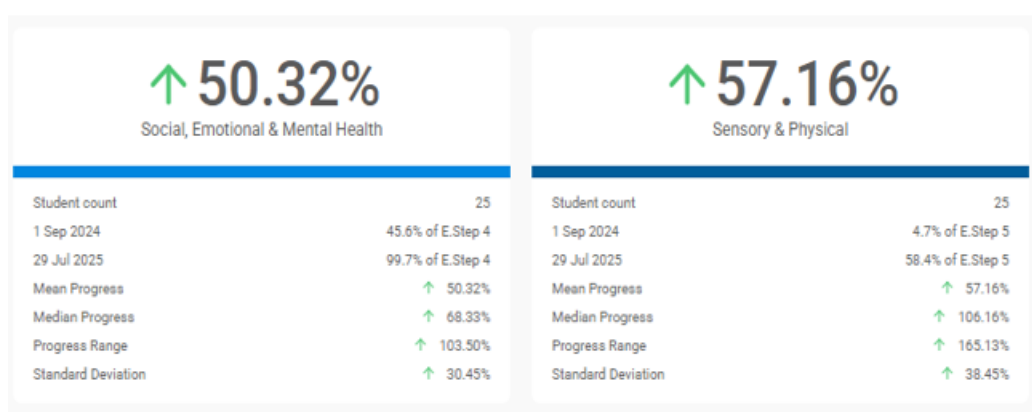
Non-Pupil Premium Pupils' Progress in Engagement Steps for Cognition and Learning (Engagement) and Communication & Interaction



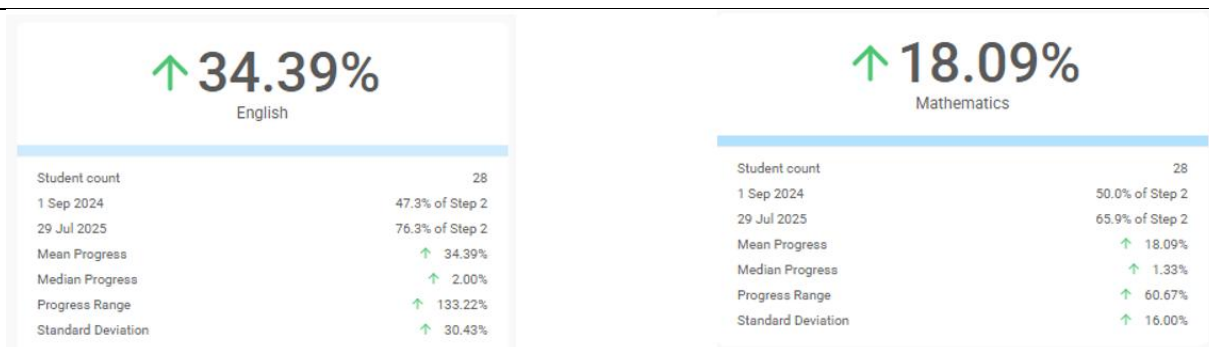
Pupil Premium Pupils' Progress in Engagement Steps for Social, Emotional & Mental Health and Sensory & Physical



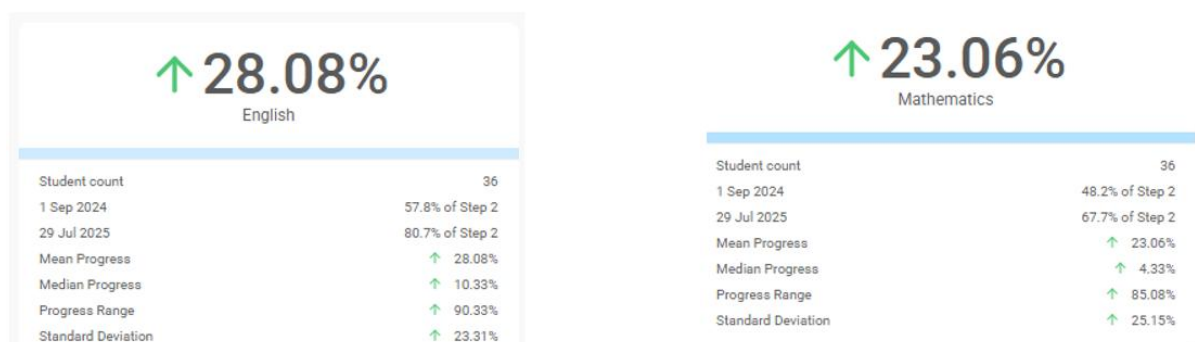
Non-Pupil Premium Pupils' Progress in Engagement Steps for Social, Emotional & Mental Health and Sensory & Physical



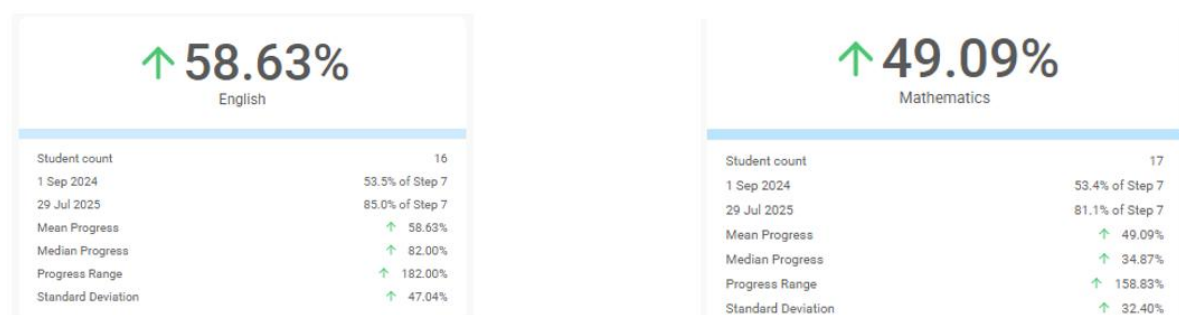
Pupil Premium Pupils' Progress in Progression Steps for English and Maths



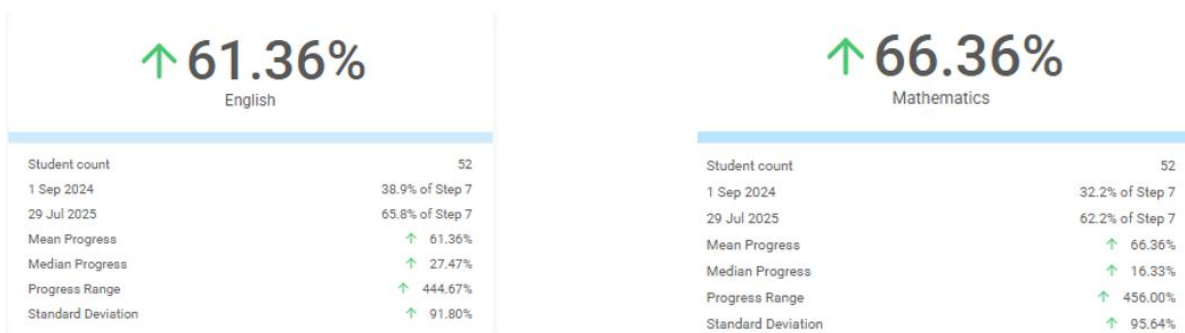
Non-Pupil Premium Pupils' Progress in Progression Steps for English and Maths



Pupil Premium Pupils' Progress in Steps for Life for English and Maths



Non-Pupil Premium Pupils' Progress in Steps for Life for English and Maths



Targeted Academic Support

The expertise of the school's Speech and Language Therapists and Occupational Therapists has contributed to pupils making good or outstanding progress through universal, targeted and specialist interventions. All Pupil Premium pupils accessed universal Speech Therapy and Occupational Therapy support. In addition, 71% of pupils received targeted support from Occupational Health Therapists and 42% received targeted support from Speech and Language Therapists. An additional 1 pupil received Specialist Occupational Therapist Interventions, and 23 pupils received Specialist Speech and Language Interventions. All pupils made good or outstanding progress towards their Speech and Language targets.

Specific identified resources have been purchased for individual pupils to support their learning and maximise their progress. These are often identified at team discussions regarding the needs of individual pupils following Pupil Progress and Outcome meetings and can be identified by both teaching staff and the Therapy Team.

Wider Strategies

All pupils had the opportunity to access Forest School in the 2024/25 academic year. These activities have been demonstrated to be beneficial in enhancing pupils' self-esteem through, for example, Evidence for Learning.

The value of offering pupils a funded breakfast club to ensure they start the day with a meal is shown that in the last academic year 13 pupils accessed breakfast club and they attended a total of 1123 sessions between them. This is an increase of 44% from 2023/24 when pupils attended a combined 778 sessions.

The school has been able to support 5 individual pupils to participate in residential visits, including the international skiing visit, as well as Thriftwood. These visits support participating pupils to develop their resilience and wellbeing, foster positive relationships between pupils and improves pupil engagement with learning.