

Exeter House Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium (and recovery 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	Exeter House Special School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	50.48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil premium lead	Tom Humphreys
Governor / Trustee lead	Jenny Baylis (CoG from 24/25)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91260
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	£91260

Part A: Pupil premium strategy plan

Statement of intent

Exeter House School is a special school, catering for students aged 4-19 with a range of complex needs including: ASD, PMLD and SLD (which are often accompanied by additional medical needs). The complexity of need at the school has increased notably in recent years and has necessitated increased specialist training and development and a change of the leadership model at the school.

Exeter House School is committed to active, creative, reflective learning, maximised by encouragement for each individual pupil to achieve their best in every aspect of their development. We celebrate innovation and are committed to nurturing high self-esteem and respect for others. We believe that everyone can learn, both socially and academically, becoming dynamic, independent thinkers with a lifelong love of learning. We believe this is best achieved by asking questions, solving problems and making thoughtful decisions.

The school has a significant percentage of students in receipt of Pupil Premium Funding. Socio-economic disadvantage is not always the primary challenge our pupils face, SEND is often the major barrier to learning. In order to ensure all students make expected levels of progress, we have an effective, bespoke CPD package available to all staff. We believe that all students should receive high-quality teaching, as stated in the Code of Practice.

Continued development of partnerships with external agencies and the wider learning community, is of great importance to help equip our young people to live as independently as possible once they leave Exeter House. Planned learning activities beyond the classroom and mini-enterprise projects, combined with a bespoke curriculum, help our students engage and contribute positively to the wider world. These work experience opportunities help our pupils become increasingly independent and establish a valuable and meaningful role in society.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Areas we seek to develop and adapt, include:

- Ensuring challenge and pitch for all students, including the more able, is as good as it can be
- Preparation for adulthood and moving on
- Further integrated multi-agency service work, use of technology and research engagement practice
- Increased SEMH support through more specific targeted work and upskilling staff to create an integrated model across the school as a whole

Challenges

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

Challenge number	Detail of challenge
1	Reading & Phonics - Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils do not make expected levels of progress in reading and phonics when compared to their peers.
2	Communication - Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including increased levels of non-verbal, limited language and social interaction difficulties.
3	Pupil Mental Health & Wellbeing - Social and Emotional Learning is essential to our pupils enabling them to understand and manage emotions, set and achieve positive goals, feel and show empathy for others and establish and maintain positive relationships. Pupils are at high risk of being negatively impacted by Adverse Childhood Experiences (ACE) e.g., Poverty, Abuse, Separation, Substance Abuse. Through our assessments, observations and discussions with pupils and families we know that our disadvantaged pupils are more likely to have a high number of ACE's which are likely to have an adverse effect on their life opportunities.
4	Independence - Our assessments, observations and conversations with pupils and their families indicate that disadvantaged pupils often require additional support to develop personal skills, e.g. dressing, independent travel.
5	Pupil Progress - Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils have a complex profile of social, emotional and educational learning needs, as detailed in Education Health Care Plans. We will endeavour to ensure that disadvantaged pupils make at least expected levels of progress when compared to peers, and to ensure pupils are provided with quality materials. Staff will know and understand how to meet the complex needs of pupils effectively, informed by evidence linked to assessment against their EHCP and Curriculum outcomes. This will also include high quality parental/ carer engagement to support transference of learning and skills.

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
Improved attainment for disadvantaged pupils in reading and phonics, relative to their starting points as identified through baseline assessments.	Accredited Systematic Synthetic Phonics programme embedded, as appropriate, across the school. Teacher assessments show pupil premium learners make similar rates of progress as non-pupil premium peers. Engagement with EFL and resources at home. Online access.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families carried out through:

Including the access to wider opportunities and the development of cultural capital.	structured conversations, annual reviews and targeted feedback And looking at the impact of wider curriculum and cultural opportunities for students
Pupils can access and use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of individual communication targets (identified in the EHC plan termly outcomes). Communication Lead's termly reviews – which are a product of learning walks, on-going observation, data evaluation and specific individual communication work
Pupils will have a greater understanding of their own emotions and will have an increased knowledge and understanding of strategies they can employ when needed.	Teacher assessments show that pupil premium learners make similar rates of progress as non-pupil premium peers in communicating and managing their emotions. Successful training/appointment of Mental Health Champions. The development of (and impact evaluation of) an integrated ELSA/ emotional support programme as part of the core curriculum for each student Pupil voice – Pupils, if able to, will recognise and name strategies they have learnt. Internal targeted support through the school's pastoral team – using mechanisms such as team around the child/ family and ESAs CAMHS or other external agency reports. Annual Review paperwork and teacher/tutor comments.

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: £61956

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced CPD programme to support staff at all levels and across all phases.	EEF Evidence is clear that 'well-designed, selected, and implemented' Professional Development, is key to improving outcomes for all pupils.	1, 4, 5

Quality CPD addresses areas of need to support all learners, including the most disadvantaged. High quality teaching of Systematic Synthetic Phonics programme across school. (Bug Club) Active engagement and involvement in the local literacy hub – working with them to develop practice around what works best to support the needs of students with complex SEND Ongoing targeted recruitment, at all levels. Rigorous induction programme provided for all.	Effective Professional Development EEF (educationendowmentfoundation.org.uk) ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ EEF Sept 2022 (PDF) The Importance of Professional Learning Communities for School Improvement (researchgate.net) Three new EEF initiatives to improve teacher retention EEF (educationendowmentfoundation.org.uk) By providing increased access opportunities for teaching and becoming teachers at the school (inc. UQT, QTLS, Assessment only etc) Investing in leaders and potential leaders at the school (breadth of CPD, NPQs, research engagement practice, development of new roles and opportunities) Recruiting talent and potential into the system – incl the development and use of the apprenticeship programme	
Learning walks, focusing on teaching and learning and effectiveness of the curriculum and its implementation, planned termly. A focused, consistent and rigorously applied instructional coaching model – to support rapid and on-going development and adaptation of practice.	Research and Insight Ambition Institute What is Instructional Coaching? Ambition Institute New incremental coaching report Ambition Institute	1, 4, 5

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

Budgeted cost: £ 14600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	5

by the pandemic. A significant proportion of whom will be disadvantaged.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Targeted training and support for staff and students with developing effective models for communication, led by Communication Lead.	Achievement of individual communication targets (identified in the EHC plan termly outcomes). Communication Lead's termly reviews – which are a product of learning walks, on-going observation, data evaluation and specific individual communication work.	1, 2, 3, 4, 5
Specific, allocated release time for Communication Lead to develop a school wide approach for using devices to enable students to communicate their needs.	Students with specific communication targets to be prioritised and team-teaching approach for staff from Communication Lead.	1, 2, 3, 4, 5
Communication hardware and software purchased to support ongoing development of communication strategies across the school		

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

Budgeted cost: £52067

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants trained to deliver Emotional Literacy to individual and small groups of students. Regular ELSA sessions available to students as needed. Enhanced training for senior TAs and tutors to develop/ evolve ELSA practice and provision to support a more integrated approach to engagement (inc. Trauma informed strategies and the wider PSHE curriculum)	There is sound evidence from the literature, that work on emotional and social competence and wellbeing has a wide range of educational and social benefits, including greater educational and work success, improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital, and improvements to mental health Trauma-Informed Practices in Schools Across Two Decades: An Interdisciplinary Review of Research - M. Shelley Thomas, Shantel Crosby, Judi Vanderhaar, 2019 (sagepub.com)	2, 3
Public transport training for Year 9 - 11 pupils.	Independent Travel Training is likely to enhance pupils' social and employment	2, 3, 4, 5

Involves CPD and release time for staff members.	opportunities and increases access to post-16 work experience and work-based employment: Department for Education (publishing.service.gov.uk)	
Staff across all phases to be trained in Mental Health First Aid to be able to support individual students, groups of students and to be accredited in order to train others in the mental health first aid approach.	MHFA England builds its practice on the basis of extensive research & evaluation. Youth Mental Health First Aid (MHFA) courses train the adults in a young person's life to have the skills and confidence to step in, offer first aid and guide them towards the support they need. In doing so, they can speed up a young person's recovery, stop issues from developing into a crisis, and ultimately save lives. Research & evaluation · MHFA England	3, 4
Curriculum enrichment events eg. La Folia, Sports events, trips out into the community, links with local schools	School cultures and practices: supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)	2, 3, 4
Developing the role of the pastoral team to support parental engagement, education and transference of in school practice to home. This includes enhancement/capacity of the team, parental education and training and targeted family support	School cultures and practices: supporting the attainment of disadvantaged pupils (publishing.service.gov.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	2,3,4,5
Training for 'Five to Thrive' for up to four members of staff Follow up release time to complete tasks and support children	There is growing evidence that trauma informed practice can help to reduce toxic stress and improve resilience, largely through our day-to-day interactions, and support improved behaviour and academic progress.	3, 4
Family Counselling Trust sessions available for targeting need to support specific and vulnerable students – responsive to need	See above	3, 4
Support for wider engagement with food and nutrition within the school and support for families. Including increased access, better variety and nutrition and opportunities for communication through choice and social engagement	The lives of children and young people behind the statistics Magic Breakfast Universal School Meals and Associations with Student Participation, Attendance, Academic Performance, Diet Quality, Food Security, and Body Mass Index: A Systematic Review - PubMed (nih.gov)	2,3,4,5

Total budgeted cost: £ 128623

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Phonics and Reading are embedded across the school with the consistent use of Reading Action Plans to specify targets for individuals. The structure of these sessions has allowed for an increase in targeted support for individual students, which also includes the use of approaches such as Attention Autism and Cued Articulation. There have been some areas of significant progress for students in receipt of PP, as evidenced by teacher assessments and Annual Reviews.

Training has been provided to the whole school for developing Trauma Informed practice. The impact of this is yet to be seen due to the time needed for all staff to access it. This has been and continues to be a School Improvement Priority from this year and into the next. The next steps will be about how the approach is embedded and how it can be monitored. The challenge will be in how this is measured due to the nature of the complexity of needs of the students.

We have continued to work with La Folia and Wiltshire Creative to promote access to curriculum enrichment opportunities. These have been immensely positive experiences and staff and parents have reported that students were able to participate and tolerate some considerable environments, along with working with staff and students from other schools. Video and photo evidence show the impact and progress made over these sessions.

Food Explorers sessions have been supporting students with wider engagement and access to a range of foods to support nutrition. Students eligible for PP are prioritised in these sessions. Training has been accessed by all staff, delivered by the school's Occupational Therapist.

Forest school continues to be a highly motivating and preferred activity for many students across the school. Levels of engagement are high during lessons as has been observed during learning walks and feedback from parents during structured conversations and annual reviews is consistently high – recognising increased engagement and positive social and emotional responses.

Sensory integration has been effective, with less incidences of dysregulation of students (as evidenced on Sleuth and reported by teachers). The therapist's input is keenly sought after and support is provided when planning next steps, classroom layout, resources and input into behaviour plans. Learning walks, observations and assessments support this. Feedback from teams during the Class termly review meetings shows that students engage positively with therapeutic input and Parental feedback from structured conversations and annual reviews has been positive.

End of unit reports have evidenced significant progress made by students in their engagement and increased participation in Music Therapy. Reports demonstrate increases in attention, attempts to use musical instruments as well as communicate when students have had enough, for example, by signing the 'goodbye song' to indicate the end of the session. Music Therapy has also increased the number of adults that students are working with.

For students who have participated in ELSA sessions, there has been a reported increase in the students' ability to regulate their emotions with less support and in less time. Some students have been able to communicate strategies they have learned to support them in social contexts, such as turn-taking

and developing their understanding of emotions. Parental feedback has also referenced a noticeable improvement in some aspects of emotional responses. The reach has not been as wide as we would have liked, so we have planned to continue to increase access to ELSA sessions for more students, including those pupil premium and non-pupil premium students.

Development of the access to effective and relevant CPD has led to an increase of participation in training and staff feel more confident in supporting students with specific needs. This includes medical training, water safety, phonics, behaviour, sensory integration, ASD. This is an area for continued development.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Farm Studies	River Bourne Community Farm

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year
The social and emotional needs of our service children's families were such that we provided access to ELSA and Music Therapy as well as targeted support from our pastoral team to families.
The impact of that spending on service pupil premium eligible pupils
This developed support to students for their emotional needs as well as stronger links between school and home. Parents felt more connected to school and could identify a staff member to speak with, as necessary.