



Pupil Premium Policy

September 2026



Pupil Premium Policy

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1. Rationale

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the **Pupil Premium Grant** (PPG) payable to schools and local authorities.

PPG provides funding for two separate policies:

- Raising the attainment of disadvantaged students of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces

Pupil Premium Plus (PP+) is a government grant designed to raise the attainment of Children Looked After (CLA) and to close the gap between CLA and their peers. Funds are allocated to all CLA from Reception to the end of Year 11 to benefit young people looked after by the authority.

Amberleigh School caters for the needs of individual young people, looked after by the Local Authority, who may have been subject to sexual exploitation, abuse and/or neglect, from all ethnic and social groups, including the most able and those who are experiencing learning difficulties. As a result of their background, all students at Amberleigh School are recognised as 'disadvantaged'. All staff are committed to meeting the pastoral, social and academic needs of every student. We believe that every young person at Amberleigh School is valued, respected and entitled to develop to their full potential, irrespective of disadvantage.

Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The grant is provided in order to support these students in reaching their full potential, and schools are accountable for how they have used the additional funding to support students and be able to measure progress made.

2. Principles

- The PP+ grant should be used to provide targeted and personalised, 'over and above' interventions to CLA students.
- The grant is intended to supplement provision and provide additional support; not replace the support a school is funded to provide through its budget. The PP+ grant should not, therefore, be used to pay for services or support that another student would receive from the school's general budget.
- When deciding how to spend the PP+, the school must ensure that there is a justifiable need and a measurable outcome.
- The voice of the young person should be collected at, or prior to, the PEP meeting and should contribute to discussions about PPG spend.
- The core subjects (Mathematics, English and Science) should be prioritised with regards to funded interventions. Should a young person be meeting or exceeding school expectations in those subjects, or if targets can be met without additional finance, funding can be used towards other areas so long as there is an educational outcome attached. There may be some cases where young people are unable to access the core curriculum and interventions to address these barriers to learning would be appropriate.
- In line with the DfE guidance, while opinions of other stakeholders (e.g. carers, social workers etc.) should be taken into account, the teaching staff in school are best placed to make decisions about appropriate intervention.
- Interventions should be implemented from the point of approval – funding will be paid in arrears to reimburse the school.

3. Processes and Procedures

Pupil Premium Plus is managed by the designated virtual school head (VSH) in the local authority that looks after the young person, and used without delay for the benefit of the looked-after students' educational needs as described in their **Personal Education Plan** (PEP).

The VSH should ensure there are arrangements in place to discuss how the young person will benefit from pupil premium funding with the designated teacher or another member of staff in the students' education setting who best understands their needs.

The funding process differs from each local authority. Some automatically pay the school a set amount each term while others require funding requests submitted at the CLA's PEP for approval. Funding is not guaranteed and the amount of PP+ given to Amberleigh differs in value from one authority to the next. Some funding is retained by the Virtual School to provide services that benefit the whole CLA cohort, which also means that they can provide immediate funding for targeted support to those who need it most at any given time. Unfortunately, as our students live out of county, they often miss out on this funding. More recently, we are finding that the majority of local authorities do not provide Independent schools with PP+ funding.

4. Designated Teacher

Roles and Responsibilities:

- To liaise with the virtual school head, from the authority of each student receiving Pupil Premium Plus, to discuss how and when funding will be allocated and how much.
- To liaise with the Head Teacher at the beginning of the academic year, to discuss a spending strategy based on evidence based research.
- To set clear SMART PEP targets and request funding towards these.
- To ensure that social workers, carers and family members (where appropriate) are made fully aware of PEP targets and allocated funding given towards these.
- To track and record money requested, approved, received, and spent using the school's PP+ spreadsheet.
- To track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the young person receiving Pupil Premium Plus grant.
- To contribute to the school's Self Evaluation Form (SEF), identifying how funding will be allocated for the current academic year.
- To publish a statement, on the school website, of how the school spent the funding in the previous year and its impact on the attainment of students eligible for support through the Pupil Premium Plus grant.

5. Outcomes

This policy will play an important part in the educational development of the individual students who are entitled to Pupil Premium Plus.

The school will use the additional funding to promote the achievement and progress of all entitled students.

Through wise use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled young person are met.

As a result of the additional funding, these young people will make better progress and achieve higher standards that would not have been likely without.

6. Pupil Premium Strategy Statement Review - Academic Year 2025 -2026

Intended Outcome	Approach	Action	Evidence that supports this action	Success Criteria	Outcome
To improve assessment for learning and baselining	High quality teaching strategies: Developing high quality teaching and assessment tools that responds to the needs of pupils. Professional development for teachers to support understanding of assessment and baselining processes. Newly qualified and unqualified teachers to be offered mentoring and coaching.	Use TeachMateAI to improve the accuracy of formative and summative assessments to better respond to pupils needs. Staff meetings planned to offer CPD on types of assessment and baselining processes using school assessment and progress tracking system - Solar. Weekly meetings scheduled and unqualified teacher professional development assessment tool.	Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. <u>Feedback EEF</u> <u>Embedding Formative Assessment EEF</u> Termly teaching and learning processes such as progress meetings, learning walks and lesson observations have highlighted gaps in unqualified and ECT's understanding which has impacted upon planning appropriately for student's levels and ability.	All students: Termly: 80% of students will make or exceed expected progress in all subjects. Annually: 80% of students WRAT 5 scores will increase in all areas. Teachers: Weekly: Teachers will use TeachMate AI to produce personalised assessments for recall and retrieval. Termly: Teachers will use TeachMate AI to produce personalised assessments to baseline students and plan from accurate starting points. Termly: Teachers will use TeachMate AI to produce personalised assessments to assess students' knowledge and understanding at the end of a unit/topic.	Observations and MTP show some improvements in AFL and baselining. 40% of students with annual WRAT 5 data available increased scores in all areas. All teachers have used teachmate Ai and or other to create baselining assessments. "Teacher development audit" created to support unqualified teachers.
To close the gap between a student's spelling age and chronological age (PCP)	Targeted academic support: Targeted interventions and resources to meet spelling needs.	Consistent intervention focussing on spelling strategies (English) Purchase of 'Spelling Frame' spelling intervention program. Wider CPD of tier 1, 2 and 3 words across all subjects. All classrooms to have word mats and dictionaries available to promote spelling across all subject areas.	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: <u>One to one tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> NGST assessment shows that 54% of students have a spelling age below their chronological age. WRAT data shows that spelling is the lowest scoring area amongst the school cohort.	Students whose spelling age is below their chronological age: Termly: spelling age will increase by at least 3 months. Termly: 80% spelling PCP/PEP Target success . Termly: Expected progress met or exceeded on SOLAR. Annually: WRAT 5 scores for 'spelling' will increase.	Increase of spelling age of 7/8 applicable students by at least 3 months. 4/5 applicable students with annual WRAT review data showed improvement in spelling scores. All classrooms have copies of word lists in classrooms.

To improve attendance for students with attendance below 95% (PCP)	Wider strategies: Supporting students SEMH and behavioural needs. Supporting attendance. Communicating with and supporting carers. Termly carer meetings to discuss and remain consistent in attendance expectations.	Promote termly attendance reward of visiting Starbucks. Targeted interventions to support SEMH needs to support attendance through PCP targets. Implement safety plans as part of wider MDT strategy for specific students.	Improved attendance scores for individuals. Improved monthly attendance – staying green/orange on KPIs.	Termly: KPI for attendance will be orange or green meaning the average of students attendance is above 90%. Termly: improve targeted students attendance by at least 5% each term.	2025-2026 there were some students with persistent school refusal. Working with MDT to improve attendance for students improved July attendance to over 95%. Incentive for attendance is most effective for students with low levels of absence.
To improve assessment for learning	High Quality Teaching – Developing high quality teaching, assessment and a broad and balanced, and knowledge based-curriculum that responds to the needs of pupils.	Use TeachMateAI to improve the accuracy of formative and summative assessments to better respond to pupils needs.	Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. <u>Feedback EEF</u> <u>Embedding Formative Assessment EEF</u> Termly data reviews have highlighted issues with accurate baselining which has impacted upon the accuracy of progress tracking data.	All students: Termly: 80% of students will make or exceed expected progress in all subjects. Annually: 80% of students WRAT 5 scores will increase in all areas. Teachers: Weekly: Teachers will use TeachMate AI to produce personalised assessments for recall and retrieval. Termly: Teachers will use TeachMate AI to produce personalised assessments to baseline students and plan from accurate starting points. Termly: Teachers will use TeachMate AI to produce personalised assessments to assess students' knowledge and understanding at the end of a unit/topic.	80% of students did not increase WRAT scores in all areas annually. CPD on baselining and assessment provided for teachers.

7. Pupil Premium Plus Audit and Self-evaluation - Academic Year 2025- 2026

Our audit of last year's Pupil Premium strategy and spending highlighted the improvements we have made in planning and measuring the impact of funding on our eligible students on a termly and annual basis. This year there has been greater involvement and accountability from teachers and leaders is needed to ensure everyone within the education team understands our planned strategy for pupil premium and strives for greater success. The impact has been variable and some aspects will be carried over into next academic year with new challenges to focus on based upon a new cohort of students and staffing changes.

Statement	Evaluation	Action needed
Funding is carefully ring-fenced and spent on the target group. Funding is allocated based on planned strategy at the start of the academic year or individual needs based on PEP targets only.	All funding is spent on eligible students either individually or as part of a whole group. Funding is spent in a way that supports the individual student targets or the planned strategy.	No
Eligibility for the pupil premium is not confused with low ability but focused on achieving the highest levels.	Funding is used to benefit eligible students despite ability. Different local authorities have differing approaches to whether they allocate pupil premium funding. Where funding is received for individuals for particular targets or automatically allocated to students to support with their wider areas, money is spent on this students for the stated purpose.	No
Underachievement and the causes are analysed, particularly in English and mathematics.	Termly progress meetings, Termly PEP/PCP meetings, analysis of data, action plans and evaluations ensure the causes of underachievement are analysed and addressed. Have addressed gaps in maths assessment and have purchased an assessment tool to bring in line with English assessments.	No

We use research and other evidence to allocate the funding to activities that are most likely to have an impact on achievement.	We follow the EEF tiered approach. We research activities /interventions and select these based on the impact they have had in other schools.	No
We ensure that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.	Main strategy focusses on improving the quality of teaching in all lessons not just intervention. Robust teaching and learning monitoring cycle by SLT ensures actions are put in place to address poor teaching. School embeds Rosenshine's principles of effective teaching across the curriculum.	No
Maths and English teachers to plan and lead intervention groups to improve mathematics and English based upon PCP targets.	Intervention planned and led by subject teachers and carried out by them this last academic year for improved impact. However, spelling data remains an issue with students not making clear and steady progress in this area.	Yes Learning walks will be conducted to gain a greater insight into how intervention sessions are being implemented. This will need to continue to be monitored this year as observations were not strong. As part of the SDP for English, there will be a target to research into an evidence-based spelling program and actions on how to implement this effectively. Spelling Frame was purchased and implemented into lessons.
We use achievement data frequently to check whether interventions or techniques are working, and make adjustments instead of using the data retrospectively to see if something has worked.	We have mid-term and termly progress meetings to check whether interventions or techniques are working. Termly data is used to assess strategies put in place to increase progress e.g. NGRT, NGST, SOLAR. Annual data is used to highlight areas for development e.g. WRAT 5 highlighted spelling as a focus area for the 2024-2025 academic year.	Yes PASS data will be used to inform and review behaviour targets where appropriate. Teachers will receive a termly overview outlining the interventions and priority

	English and Maths teachers are taking more ownership for their PCP targets to ensure strategies are working. This needs monitoring across the curriculum though and not just in their individual subjects. SENCO and form tutors need to take more ownership of behaviour, preparing for adulthood and EHCP targets to ensure strategies are embedded across all classes.	actions for that period. Learning walks will focus on ensuring that interventions or strategies linked to PCP targets, or actions identified in the data report, have been implemented effectively.
We make sure support staff are highly trained and understand their role in helping pupils to achieve.	Training and support is ongoing due to a new staff team which includes a number of unqualified teachers. The professional development and progress of unqualified teachers are mapped against teaching standards to identify and training needs will be addressed through tailored CPD, lesson feedback and staff meetings.	Yes CPD on trauma informed teaching required to support with classroom management
We focus on giving pupils clear, useful feedback about their work, and ways they can improve.	Improved marking policy and tracked for consistency. Regular book scrutiny feedback.	Yes Across subjects, feedback is inconsistent and quality varies. Book scrutiny to focus upon marking this year.
We designate a senior leader to have a clear overview of how funding is allocated and the difference it is making to outcomes for pupils.	Deputy Head/Designated teacher attends PEPs and manages funding. PCP targets are reviewed and tracked termly to identify progress and assess impact of PP funding.	No
We ensure that teachers know which pupils are eligible for the pupil premium so they take responsibility for accelerating their progress.	All our pupils are CLA and disadvantaged. All Teachers are aware of PEP targets. Pupil Premium Policy, Strategy Statement and evaluation shared with all staff at beginning and end of year through staff meetings.	No

We have a clear policy on spending the pupil premium, agreed by governors and publicised on the school website.	Policy updated, agreed by proprietor and published on school website annually.	No
We provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to learning.	PEP target informed by PASS assessment, attendance data and engagement in lessons. These are shared with keyworkers (carers). Close working relationship with carers.	No
We have a clear and robust performance management system for all staff and include discussions about pupils eligible for the pupil premium in performance management meetings.	Staff receive regular supervision and annual appraisals. English and Maths teachers taking ownership for their targets and these are discussed in progress meetings. PCP targets are reviewed termly.	No
We thoroughly involve governors in decision-making and evaluation.	Decisions and evaluations are communicated to the Proprietor annually.	No
We can, through careful monitoring and evaluation, demonstrate the impact of each aspect of our spending on the outcomes for pupils.	Funding is tracked and evaluated by DH on a termly basis. School has enrolled onto PP local scheme to improve knowledge and understanding.	Yes Support and CPD will be needed to ensure that new DH is monitoring and evaluating PP funding in line with government and school guidance.

8. Pupil Premium Plus Strategy Statement - Academic Year 2026-2027

This statement details our school's use of pupil premium plus (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 outcomes for disadvantaged pupils last academic year.

School Overview

Amberleigh is a therapeutic community for young males who have exhibited inappropriate or harmful sexualised behaviours. Students that attend our school face extra challenges in reaching their full potential, such as:

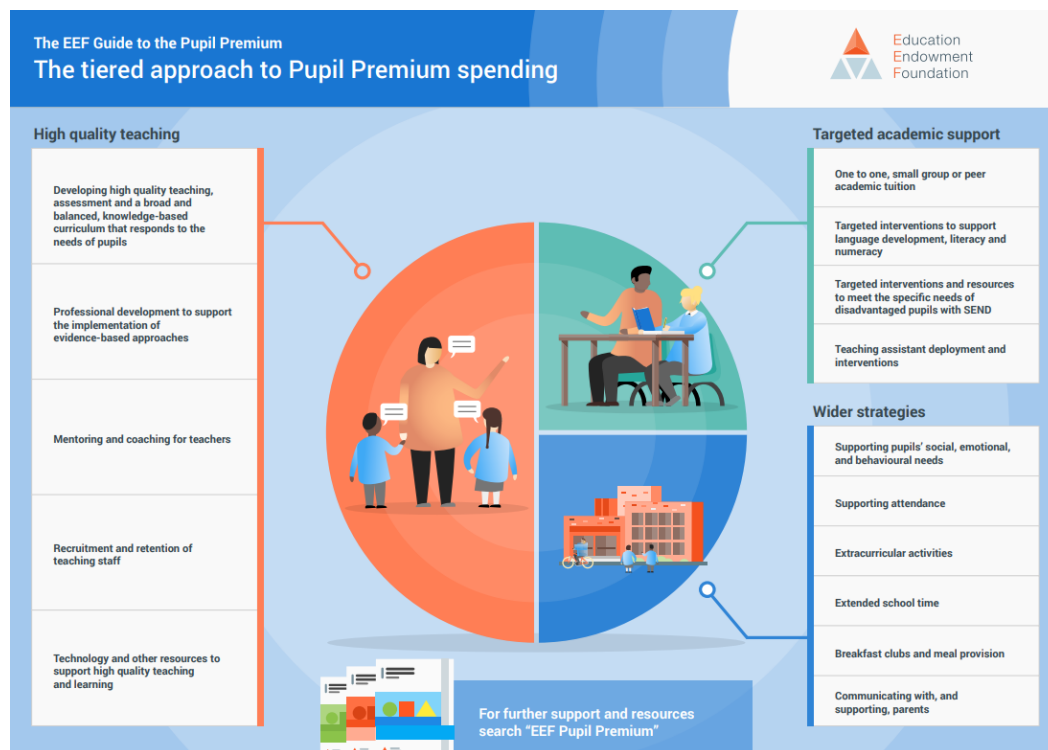
- Difficulties in managing their own behaviour, following rules and accepting boundaries.
- Processing the trauma they have experienced.
- Closing gaps in education caused by poor attendance or behaviour.
- Lack of confidence and self-esteem.
- Having a closed mind-set and a negative attitude towards education.
- Dealing with the worry and anxiety of possible convictions.
- Being away from family and dealing with family dynamics e.g. lack of contact or difficult contact.
- EAL/SEN needs.

At the beginning of the 2025-2026 academic year, we currently have 11 students on role, 7 of which are eligible for pupil premium plus and/or recovery premium but only two of these local authorities provide school with funding through their PEP targets. The remaining local authorities have a policy in which they do not provide independent schools with PP+, which is becoming increasingly more common.

Pupil Premium Strategy Plan

Planning how we are going to spend allocated funding in advance can be hard in our setting as student numbers fluctuate and we cannot foresee student needs or how much funding (if any) their local authorities will allocate to us. We have, however identified common areas of need within the school and we will address these through PEP targets and request funding via this route. We will also use funding carried over from students who have left our care to benefit all of our disadvantaged students through whole school projects.

As advised by the Department for Education we aim to follow the tiered approach to spending as outlined in *The EEF Guide to Pupil Premium*:



The table below details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address some of the areas of need within our school.

These targets will be evaluated termly and shared with the Head Teacher, Education team and Proprietor of the school.

Intended Outcome	Approach	Action	Evidence that supports this action	Success Criteria
Students to develop the emotional literacy and regulation skills needed to attend school regularly, engage positively in learning and achieve improved educational outcomes.	Wider strategy: Improve Emotional Literacy and Self-Regulation to Reduce Barriers to Attendance	Use Pass assessments to identify trends in attitudes, perceptions and feelings about school across the student cohort and use information to target interventions. Purchase and use Boxall profile to identify and measures social, emotional and behavioural development and implement targeted interventions. Teachers to complete CPD on trauma informed teaching or emotion coaching. Implement termly data reporting of students leaving education due to dysregulation to track and monitor progress.	Students with poor emotional regulation are more likely to experience anxiety, disengagement from learning and barriers to attendance. Difficulties with emotional literacy and self-regulation can contribute to school avoidance, reduced engagement and lost learning time. Effective SEMH interventions and emotionally responsive practice can improve students' engagement, wellbeing and attendance.	PASS assessment outcomes show improvements in attitudes to school, attendance and learning engagement. Boxall Profile scores demonstrate progress in pupils' social and emotional development and reduce identified SEMH barriers to learning. There is a reduction in pupils leaving school due to emotional dysregulation. Lesson observations and learning walks demonstrate consistent use of trauma-informed and emotionally responsive strategies by staff across the school
Targeted mathematics interventions and robust assessment processes enable disadvantaged pupils to make sustained progress from their individual starting points, address gaps in knowledge and develop the confidence and skills needed to achieve improved outcomes in mathematics.	Targeted academic support: Improving Outcomes in Mathematics	Implement a robust assessment framework to identify specific gaps in learning and inform targeted support. Deliver targeted interventions that directly address identified learning gaps and accelerate pupil progress. Introduce termly assessments to provide accurate data on pupils' attainment, progress and age-related expectations, enabling timely intervention and effective tracking of outcomes.	Disadvantaged pupils may have gaps in mathematical knowledge which can impact attainment and progress. Targeted interventions are most effective when they are informed by assessment and regularly reviewed. Frequent assessment and monitoring help identify pupils who are or are not making progress, and to adapt teaching approach and planning.	There will be improvements each term in maths ability age according to the data. Interventions will address gaps in learning identified in assessment.

To broaden pupils' cultural capital and aspirations through access to a wide range of enriching experiences, both within and beyond the classroom.	Wider strategy: Offering students a variety of enrichment experiences to build resilience, confidence and cultural capital	Promote experiences that broaden pupils' understanding of the world and raise aspirations. Provide educational visits and residential trips and cultural experiences. Facilitate opportunities for leadership, teamwork and community engagement.	Our students often have had reduced access to enrichment opportunities in their childhoods so far. Providing a broad range of experiences helps build cultural capital, develop social and emotional skills, raise aspirations and enhance engagement with learning, contributing to improved educational outcomes.	Increased participation in enrichment activities, educational visits and community events. Pupils can discuss and reflect on a wider range of experiences and future aspirations. Improved confidence, social interaction and engagement in school life. Positive feedback from pupils regarding enrichment opportunities. Reduction in barriers to participation for disadvantaged pupils.
Promote progress in reading by fostering a love of reading through regular access to engaging, high-quality texts, opportunities to read for pleasure, and exposure to a wide range of authors, genres and themes.	Targeted academic support: Improving Outcomes in reading	Complete audit of books and purchase books to ensure a wide variety of genres, author collections, fiction and non fiction. Develop a reading challenge and reward Develop daily reading time to include a discussion of books, interests and own reading identities. Staff meeting to share reading framework (2023) Implement reading diaries to track reading progress and engagement. Purchase 'Pobble' intervention to support reading comprehension	Regular exposure to a broad range of high-quality texts and genres helps develop vocabulary, reading fluency, comprehension and background knowledge, supporting progress in reading and other subjects. Pupils who are engaged readers are more likely to read frequently and independently, leading to increased reading practice and improved outcomes. Structured opportunities to discuss books and share reading experiences promote deeper comprehension, critical thinking and language development. Developing positive reading habits can be particularly beneficial for disadvantaged pupils, helping to close attainment gaps by increasing access to vocabulary, cultural capital and knowledge.	Increased engagement with reading, evidenced through reading records, pupil voice and participation in reading activities. Pupils demonstrate improved reading fluency, comprehension and vocabulary acquisition. Assessment data shows progress in reading from individual starting points. A greater proportion of pupils achieve or move closer to age-related expectations in reading. Pupils confidently discuss and recommend a range of texts, authors and genres.

Students leave school equipped with the skills, confidence, experiences and aspirations needed to progress successfully into education, employment or training.	Wider strategy: Developing students' personal development, aspirations, employability skills and readiness for adulthood.	Introduce structured careers tutorials across KS3-KS5 using "careers development institute". Introduce targeted interventions using the "skills framework" to develop employability skills. Purchase or enhance careers platforms (e.g. Morrisby). Regular work experience placements for KS4 and KS5 students. Duke of Edinburgh for KS4 and KS5 students. Create a dedicated Personal Development Lead (TLR) to coordinate and drive whole-school provision.	Employability Skills Programme (Skills Builder): Social and emotional learning approaches improve self-management, communication, teamwork and decision-making, with positive impacts on academic and wider outcomes. Careers Education Programme (Gatsby-aligned): Evidence shows high-quality careers guidance improves career readiness, supports social mobility and is associated with lower NEET rates. Explicit teaching of social and emotional skills is linked to improved behaviour, wellbeing, engagement and future readiness. Strong implementation, leadership and monitoring are identified as key factors in successfully embedding personal development and social-emotional learning across a school. Duke of Edinburgh Award: Participation improves confidence, resilience, independence, wellbeing, teamwork and community engagement.	Improved employability skills as evidenced through Skills Builder assessments/student portfolios. Personal Development programme judged effective through quality assurance, student feedback and destination data. Improved student confidence, resilience and aspirations as measured through individual careers guidance interviews.
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Appendix 1

Academic Year 2025-2026 - Pupil Premium Plus Expenditure and Impact

During the 2025-2026 academic year we had access to £2728.78 in funding. £2620.00 was received throughout the year for 3 eligible students and £68.78 was carried over from the previous academic year from students that either left or funding received that was not requested for any particular need through their PEP.

Allocation of Funds:

Unallocated funds (PLAC automated payment): £2360

Targeted academic support: £40

Wider strategies: £260

£2688.78 will be carried over to the 2026-2027 Academic Year.

The data that follows identifies how funding was spent during the 2024-2025 academic year and the impact this had upon progress.

Date	Approach	PP+ Intended Outcome	PEP Target	Activity	Assessment	Success Criteria	Amount Requested & Student Initials	Amount Received	Amount Spent	Balance	Evaluation
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Pupil Premium plus carried over from students who have left Amberleigh to benefit all CLA students - Academic Year 2024-2025										£68.78	
17.03.26	Wider Strategies – Extra-curricular activities.	To improve aspirations and confidence	To engage in regular piano lessons outside of school	Piano tutor	Feedback from music tutor	Engage in fortnightly sessions with an external music tutor. Make progress in music skills and knowledge of music.	£210 (JLB)	£210 (balance £238.78)			On waiting list for September. Placement ended Sep 2026.
17.03.26	Targtted academic support	Support learning at home	n.a - allocated termly payment available	Purchase of music materials support at home	Feedback from carers	Improve knowledge of sheet music	£40 (JLB)	£40 (balance £278.78)			To be purchased in conjunction with music lessons (Sept). Placement ended Sept 2026.
11.06.26		PLAC automated payment	N/A					£2360 (RG) (balance £2638.78)			This was an automated payment. RG's placement ended in June 2026.
24.06.26	Wider Strategies – Extra-curricular activities.	To support LA's interest in art and his skill development	Develop his interesnt in activities outside of school	Participate in art outside of school	Feedback from carers	Regularly participate in art outside of school	£50 LA	£50 (balance £2688.78)			To be purchased Sept 2026 .