

Pupil premium strategy statement 2025-26 – Presfield High School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Sept 2025 -132
Proportion (%) of pupil premium eligible pupils	38/132 = 28.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026
Statement authorised by	L McLoughlin
Pupil premium lead	L McLoughlin
Governor / Trustee lead	Claire Woods

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,120
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£43,120

Part A: Pupil premium strategy plan

Statement of intent

Here at Presfield we believe in “The Presfield Way” which aims to **shape futures and change lives** through a set of core beliefs built upon working together, building resilience and advocating for our pupil’s needs. This drives us to re-imagine the potential of your child so that they will be active and positive contributors to society, far beyond the gates of Presfield.

As a school, we are committed to raising both the academic and social progress for all our students. We recognise that for our students in receipt of Pupil Premium significant barriers may hamper such progress. Our aim is to use PP funding to enable those students to achieve positive outcomes and access cultural capital experiences which some other students may take for granted. This will ensure we continue to develop character education and support students to have high aspirations.

At Presfield our long term goal is to improve the employability and life chances of our students. We aim to support our young people to be resilient, independent and advocate for themselves. In particular empowering our students to have the confidence to inform others of their needs. Young people with autism in the workplace should be supported by employers making reasonable adjustments. We want to encourage students to articulate their needs in order that they can receive the support and nurture they need once they have left Presfield.

We look to encourage our students by

- Empowering students with ASC to develop their communication, ensuring they can communicate effectively, and advocate for themselves and others
- Supporting pupils to access diverse opportunities that equip them for their future choices

We also look to support our families by

- Enhancing community knowledge and inclusion of ASC increasing community access for students with ASC

The spending plan will be reviewed termly to ensure we continually monitor the impact of Pupil Premium spending enabling our most disadvantaged students to maximise their potential.

At the heart of our approach is high-quality, autism aware teaching and pastoral support focussed on areas where our disadvantaged pupils require it most.

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. 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. Students can lack self-esteem, confidence and trust in others which has been exacerbated by a lack of opportunity to socialise and access enrichment activities to support cultural capital and character education.
2	Our observations show some students can arrive at school hungry and dysregulated. Hunger causes our bodily and mental functions to weaken and fail. When the brain detects a potential scarcity of food, it diverts bandwidth and attention towards the need to find food. Finding food becomes, to the brain, far more important than listening to a teacher. Calories provide energy without energy students will not thrive in their learning.
3	Our assessments, observations and conversations with students and families show that they can lack aspiration in terms of attendance, career progression and relevance of qualification. Lacking aspiration leads to a lack of cultural experiences which in turn results in poorer attainment.

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	Progress March 26
<p><i>1 Students to have increased self esteem leading to increased confidence, resilience and access to opportunities to access cultural capital through curricular and extra curricular opportunities</i></p>	<ul style="list-style-type: none"> • Inside and outside success is shared and celebrated, raising esteem and aspirations. • Students have access to outside speakers to share successes and their experiences. • Students have access to cultural capital experiences through lifeskills opportunities and curriculum at no cost to them. • Students identified as requiring 1:1 interventions to raise esteem and confidence • Built in sabotage in place to develop resilience evidenced in AETs • Identify, through sensory assessments, students who require specific support to develop resilience in particular areas and develop a programme to create resilience • Access to buddy up created by taking students home at the end of the session • Students accessing the local community with independence and developing resilience when faced with change or unpredictability • Through achievement of EHC plan outcomes and AET progress targets. 	
<p><i>2 Students can access nutritional food at the start of the day improving engagement and social and academic progress. Snacks and lunches also accessed</i></p>	<ul style="list-style-type: none"> • Staff to be aware of the psychological impact of hunger. (Hunger impacts sleep, and tired children are obviously not functioning at their best. Brain development is impeded and worsening mental health may result. Children may 	

	<p>become withdrawn, depressed, angry, and detached from life. They are less able to cope with the challenges of each day and more likely to struggle emotionally.)</p> <ul style="list-style-type: none"> • Provide breakfast to ensure no student goes hungry. • Monitor usage of breakfast club • Breakfast and snacks provided prior to external examinations • Daytime snacks available • Lunch uptake monitored and alternatives provided when a student does not like the offer 	
<p><i>3. Students persistent absences reduced supporting them to access relevant progression routes</i></p> <p><i>Students feel better prepared for career progression and / or FE opportunities through mentoring, work experience leading to them accessing pathways leading to paid employment.</i></p>	<ul style="list-style-type: none"> • Identify students who are persistently absent • Identify barriers to attendance • Develop bespoke programme to support attendance • Monitoring process in place • Provide bespoke parental support to empower parents to improve their child's attendance • Empower tutors to support students attendance • Develop career programme to support • Students are able to access high quality work experience and careers mentoring. • PP students increasing expectation • Ensure an extra curriculum programme can provide opportunities for PP students to gain cultural capital • Finance-ensure the most disadvantaged have access to necessary equipment to succeed in school 	

	<ul style="list-style-type: none"> ● Tracking of parental engagement in activities arranged by parent support worker 	
<p><i>4. Students to achieve academic success in line with their mainstream peers and have the opportunity to access an appropriate FE pathway</i></p>	<ul style="list-style-type: none"> ● Track students progress using a range of tools bespoke to their curriculum offer ● Ensure information is shared with students, parents and staff ● Attendance at Careers events ● Discussions through the annual review process ● Access to college visits and tasters ● Access to HE events 	

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting additional core subject tutoring through small group intervention (Derived groups)</i>	<p>EEF toolkit-Individualised instruction can be an effective approach to increasing pupil attainment an additional 4 months progress</p> <p>EEF toolkit-1:1 tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas increasing progress by 5 months</p> <p>EEF toolkit-Small group tuition has an average impact of four months additional progress over the course of a year</p> <p>EEF toolkit-Targeted TA intervention delivering specific gaps can add 4 months progress</p>	1, 3, 4
<i>Bespoke timetables that are destination focussed</i>	Divergent pathways (education policy institute:2016) Supporting the attainment of disadvantaged pupils:success and good practice (DFE:2015) EEF toolkit research)	3,4

	EEF toolkit-Individualised instruction can be an effective approach to increasing pupil attainment an additional 4 months progress	
<i>Training and implementation of the Evidence for Learning assessment framework</i>	Direct evidence measures student learning by examining student work or performance directly. It can offer insight into what and to what degree students have learned through evaluating exams, papers, performances, observations, or other artifacts of student work.	1,3,4
<i>Develop planning so that all teachers can identify what students should know to access higher attainment and plan accordingly</i>	<p>Rauch and Coe (2019)- the quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning"</p> <p>Use of CPD to improve quality of teaching EEF</p> <p>Sutton trust research high quality teaching has biggest impact on progress of disadvantaged learners</p> <p>"good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils"</p> <p>EEF PP guidance 2019</p>	1,3,4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 academic intervention map in place including phonics</i>	<p>EEF improving literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>EEF 2020 1:1 tuition can deliver 5 additional months progress.</p>	1,3,4
<i>Support students with revision techniques and opportunities including transport home.</i>	We understand that many of our students see school as school and home as home thus they are not able to work at home.	4
<i>Address language deficit of students (SALT)</i>	<p>Hart and Risley (1995-meaningful differences in everyday experience of young American children)</p> <p>Over four years, researches recorded that an average child in a professional family accumulated experience of almost 45 million words; in a working class family, 26 million words; and in a family receiving welfare, 13 million words</p> <p>Oral language approaches can provide 6 months additional progress</p> <p>SALT available on site 4 days a week with additional support half a day a week from a Speech and Language Specialist Teacher due to the needs of the cohort.</p>	1,3,4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhanced sensory regulation equipment for PP learners with enhanced sensory needs.</i>	We have observed that sensory equipment and additional proprioceptor equipment can be effective at providing support for our students with sensory needs.	3
<i>Career support-Food ingredients</i>	Hunger causes our bodily and mental functions to weaken and fail. When the brain detects a potential scarcity of food, it diverts bandwidth and attention towards the need to find food. Finding food becomes, to the brain, far more important than listening to a teacher. Calories provide energy without energy students will not thrive in their learning.	1, 2, 3
<i>Breakfast club</i>	“87 percent of teachers agreed that children who do not regularly eat a substantial breakfast in the morning, before their lessons begin, could fall behind academically compared to those who do eat a substantial breakfast regularly” Heinz September 2020.	2
<i>Developing resilience and independence through accessing the local community</i>	National Autism Society Report actions for the school-Build in sabotage into students experiences to develop resilience. EEF Toolkit-metacognition and self regulation can increase progress by 7 months	1
<i>Travel training for KS4 students. Involves release time for staff members.</i>	Independent Travel Training is likely to enhance students' social and employment opportunities: Department for Education (publishing.service.gov.uk)	1,4

<p><i>Access to extra curricular activities such as football club, pantomimes, attending sporting events, workshops in school, active Sefton bands</i></p>	<p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work.</p> <p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p>	<p>1,3,4</p>
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Total budgeted cost: £45,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic progress:

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments. All Year group classes within the school are less than 25 students therefore comparison to national outcomes lacks rigour. However the school uses national data as a proxy indicator to show relative achievement.

There was no significant difference in terms of GCSE entry or meeting subject progress targets across the suite of qualifications this summer.

Social progress

Most pupils demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities in 2024/25.

Our life skills curriculum, accessing opportunities within the community, confidence and independence is returning. We provide our PP students with funding to enable them to access the local shops at lunch time to purchase food independently.

The introduction of our Understanding Self sessions have led to an increased awareness of a student's diagnosis and any access arrangements that may need to be implemented.

Self esteem, increased confidence, resilience and access to opportunities to access cultural capital.

We have seen an increased number of KS4 students attending their annual reviews and advocating for themselves and their needs. Students have volunteered to help at school events such as open evenings and careers events.

Students' persistent absences reduced supporting them to access relevant progression routes leading to paid employment.

PP attendance is inline with whole school attendance and inline with the national picture.

We do not see a disproportionate number of behavioural incidents involving Pupil Premium students as is the nature of their autism and ability to manage anxiety or understand a social situation rather than their socio-economic situation which usually manifests itself as a behavioural issue.

Externally provided programmes

Programme	Provider
NA	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using Pupil Premium or Recovery Premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable our students to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years.

We looked at several reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers and TA's to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for our students.