

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Pear Tree School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/2027 to 2029/2030
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Termly feedback to governors and formal review in July 2027
Statement authorised by	Kate Walker, Headteacher Will Gale, Chair of Governors
Pupil premium lead	Rebecca Warnock
Governor / Trustee lead	Will Gale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,620
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	£46,620

Part A: Pupil premium strategy plan

Statement of intent

At Pear Tree School, our commitment to 'Achieving the best we can in everything we do' is deeply embedded in our cultural values, which guide every aspect of our curriculum and pupil support. Our Pupil Premium Strategy is designed to reflect and reinforce these values, ensuring that every pupil, regardless of their background or barriers to learning, is supported to reach their true potential.

While pupil premium funding is targeted towards eligible pupils, leaders recognise that many pupils face overlapping vulnerabilities. Strategies funded through pupil premium are therefore carefully designed to benefit eligible pupils whilst strengthening provision for our vulnerable learners where appropriate.

Everyone a Learner

We believe that every pupil and member of our community is continuously developing their knowledge and skills. Our Pupil Premium Strategy is rooted in this principle by providing personalised, evidence-based interventions that recognise the unique strengths and challenges of each learner. Through formal and informal assessments, we identify gaps and tailor support to ensure all pupils can engage meaningfully with their learning journey.

Mutual Respect

Our strategy fosters an inclusive and respectful environment where the diverse needs of all pupils are valued and addressed. We recognise that socio-economic factors can impact learning and life chances, and we are committed to removing these barriers with kindness and understanding. This approach ensures that pupils eligible for Pupil Premium funding, as well as those who are underperforming but not eligible, receive the support they need in a respectful and dignified manner.

Ambition

We hold high aspirations for all our pupils, believing that every child can achieve excellence. Our Pupil Premium Strategy is ambitious in its goals, aiming not only to close attainment gaps but also to enhance pupils' future educational and life opportunities. We use targeted interventions that go beyond academic achievement to include emotional regulation and independence skills, preparing pupils for successful transitions and life-long learning.

Courage

We act boldly and creatively to overcome barriers that may hinder pupil progress. Our strategy encourages innovation in approaches and a proactive mindset among staff and pupils alike. We are committed to continually reviewing and adapting our interventions to meet emerging needs, ensuring that no pupil is left behind due to socio-economic challenges or other factors.

Challenges

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

Challenge number	Detail of challenge
1	Highly Individualised Learning Profiles: Our assessments and observations confirm that each pupil has a unique learning profile shaped by complex and varied needs. Consequently, whole-school, one-size-fits-all interventions are often less effective than personalised, targeted support tailored to individual strengths and barriers.
2	Significant Sensory Regulation Barriers: Many pupils experience sensory processing difficulties that substantially hinder their ability to engage consistently with learning activities. Sensory overload and dysregulation remain major obstacles to maintaining focus and participation
3	Limited Access to Cultural Capital, Enrichment and Community Participation: Through dialogue with pupils and families, we recognise that disadvantaged pupils frequently have fewer opportunities outside school to develop cultural capital, impacting their broader educational experiences, independence, confidence, and social development. Financial pressures can further restrict access to enrichment activities, community experiences, educational visits, and opportunities beyond the school day. These barriers can limit the development of social communication skills, aspirations, and wider life experiences. We are committed to ensuring that disadvantage does not prevent pupils from fully participating in the wider life of the school and community and from accessing the enriching experiences that support holistic development.
4	Complex Physical and Medical Needs: A considerable proportion of our pupils have physical disabilities and complex medical conditions, with some experiencing deterioration in physical skills and health. This complexity necessitates innovative approaches to delivering the pre-formal and semi-formal curriculums that accommodate fluctuating needs.
5	Dynamic and Diverse Cohort Needs: Our pupil cohort is continually evolving in terms of needs and profiles. This requires our provision, staff expertise, and professional development to be highly responsive and adaptive to effectively remove barriers and meet the diverse requirements of all learners.
6	Challenges in Early Reading and Phonics Acquisition: Many pupils face considerable difficulties mastering early reading skills and phonics, with progress often slower than average. However, recent implementation of a new phonics delivery model has shown promising impact, and further development in this area remains a priority.
7	Physical and Communication Barriers to Writing: Physical impairments and communication difficulties significantly affect pupils' ability to develop writing skills. We are committed to early identification of these barriers and the use of creative, personalised strategies

	and assistive technologies to support writing development and expression.
8	Attendance and Consistent Engagement in Learning: Our attendance analysis and engagement monitoring indicate that some disadvantaged pupils experience lower levels of attendance and reduced consistency in accessing learning opportunities. For pupils with complex medical, sensory, and emotional needs, periods of absence can have a significant impact on progress, communication development, social interaction, and the consolidation of key skills. Improving attendance and reducing barriers to regular engagement therefore remains a priority.

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
Improve communication outcomes for all pupils through highly personalised provision and specialist collaboration	- Communication strategies are fully embedded across the curriculum, leading to improved engagement and interaction. - Pupils make sustained progress towards EHCP communication outcomes. - Annual review targets are consistently achieved. - Evidence for Learning and Insights clearly demonstrate progress over time. - Staff confidently adapt communication approaches using specialist input (SaLT, HI, VI).
Further develop reading and phonics across the curriculum, enhanced through assistive technology and AI	A consistent, cross-curricular approach to reading and phonics is embedded across all pathways. - Assistive technology and AI are used effectively to support access to reading for pupils with a range of needs. - Pupils show increased engagement and progress in reading across subjects. - Evidence for Learning and progress data demonstrate improved outcomes from starting points.

	- Staff confidence in delivering high-quality, adaptive reading provision continues to strengthen. - Parent engagement is increased through workshops and support.
Strengthen writing through personalised pathways, developing transferable cross-curricular communication and recording skills	- Pupils demonstrate progress in expressing ideas through personalised and appropriate methods (including AAC, technology, and alternative recording). - Writing and communication skills are applied across the curriculum in meaningful contexts. - Assistive technology and AI are used effectively to remove barriers to transcription and composition. - High-quality adult interaction supports language development as the foundation for writing. - Assessment shows improved engagement, independence and progress in communication and writing outcomes.
Enhance assessment systems to precisely measure progress and identify gaps	- Insights is embedded and used consistently to track small-step progress for all pupils. - Staff can clearly evidence progress over time for individuals and cohorts. - Gaps in learning are identified early and targeted provision is implemented promptly. - Leaders can evaluate the impact of interventions with greater precision.
All pupils are able to access learning and make progress across all aspects of their curriculums through highly personalised provision that removes the barriers to learning.	Pupil engagement in lessons is improved and is evidenced on evidence for learning through the engagement model. New pre-formal provision introduced and embedded to enable pre-formal MSI pupils to make further progress. New semi formal and formal provisions established to provide a faster paced curriculum and opportunities for deeper questioning to further extend learning. Attendance a focus for improving outcomes

Further enhance personal development and cultural capital for all pupils	All pupils access a wide range of inclusive enrichment opportunities appropriate to needs. - Opportunities such as Duke of Edinburgh, Forest Schools and off-site experiences are embedded and well attended. - Pupils demonstrate increased confidence, independence and participation in wider experiences. - Barriers to access are removed through personalised planning and support.
To further enhance the Physical Development programme across school.	Rebound therapy delivered Duke of Edinburgh award Forest Schools introduced All pupils achieving targets and EHCP outcomes. Cultural Capital enhanced through pupils attending sporting events and competitions outside of school. Lunchtime clubs developed Outward Bound holidays offered to students.
Improve attendance through a whole-school relational and THRIVE approach	- THRIVE is fully embedded across the school, supporting emotional wellbeing and readiness to learn. - A clear implementation plan supports consistency in trauma-informed practice. - Attendance for vulnerable and disadvantaged pupils shows improvement over time. - Pupils demonstrate increased engagement, regulation and participation. - Families are supported effectively to improve attendance and wellbeing.

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen progress in reading and writing through cross-curricular approaches supported by assistive technology and AI	The Education Endowment Foundation identifies phonics interventions as a low cost but highly effective intervention based on extensive research.. Assistive technology and adaptive approaches can further reduce barriers to literacy for pupils with complex communication and physical needs. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1, 7
Further develop the Engagement Model and Insights to capture and evidence small-step progress for all groups of learners Bespoke training/CPD/CPL for all staff to ensure staff are raising outcomes for semi-formal learners.	https://www.gov.uk/government/publications/the-engagement-model The Rochford Review identified the Engagement Model as the most appropriate way to assess progress for pupils working below subject-specific learning. Consistent use of the Engagement Model supports accurate assessment, informs planning, and evidences small-step progress.	1, 2, 3, 5
Deliver a structured programme of bespoke CPD to develop staff expertise in personalised provision, adaptive teaching, and assistive/AI technologies	EEF guidance highlights high-quality professional development as a key driver of improved pupil outcomes. Developing staff expertise in adaptive teaching, personalised provision and assistive technology improves access to learning for pupils with complex needs.	1, 2, 3, 5, 6, 7, 8
Strengthen outcome-based planning and evaluation of personalised provision to ensure high ambition for all pupils	Our in school analysis demonstrates need for regular evaluations of impact of personalised provisions and activities. Personalised provisions need to be destination led with clear intended outcomes.	1, 2, 3, 4, 5, 6, 8
Embed trauma-informed and THRIVE approaches through high-quality training to support behaviour, attendance, wellbeing and readiness to learn	EEF guidance highlights the importance of supporting pupils' social, emotional and behavioural needs to improve engagement and learning. Trauma-informed and THRIVE approaches help staff understand and respond to underlying needs, improving wellbeing, attendance and readiness to learn.	1, 2, 6, 8

	https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools We will also be being supported by: https://lancsvrn.co.uk/ The Thrive Approach is being developed across the school with THRIVE practitioners already qualified to support interventions. Team Teach model has been revised to include trauma informed approaches.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual pupils attend mainstream inclusion sessions to meet an identified learning need. Pupils will be taught in small groups to provide challenge for learning and role models in the process.	Small group tuition EEF (educationendowmentfoundation.org.uk) Our extensive experience of supporting inclusion shows that this is a highly effective strategy in improving outcomes for children.	1, 4, 7
Pupils are supported to manage their behaviour through access to appropriate personalised timetables and sensory diet.	https://juliadyer.com/ Our extensive work in sensory regulation and experience of supporting children within Pear Tree and other settings shows us that sensory regulation and the ability to self regulate is key to a child being able to engage and learn.	1,2,3
Provision for children with MSI embedded to give a highly bespoke and personalised approach to learning within an environment conducive to learning for children with MSI.	Teaching 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: Small group tuition Toolkit Strand Education	1, 2, 3, 7, 8

New provision for semi/formal learners to further extend learning opportunities and higher level questioning. A structured 12 month programme of bespoke CPD/CPL to ensure all staff are upskilled in high quality curriculum delivery for each cohort of learner.	Endowment Foundation EEF EEF highlights that strong subject knowledge and pedagogical content knowledge are critical for effective teaching and improving pupil outcomes. Bespoke, subject-specific CPD helps develop this expertise and should be sustained and aligned with curriculum goals (EEF, 2024).	
Outcome based planning and timeframes for all personalised provisions.	Our in school analysis demonstrates need for regular evaluations of impact of personalised provisions and activities. Personalised provisions need to be destination led with clear intended outcomes.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	https://juliadyer.com/ Extensive research into appropriate provision for pupils with complex challenging behaviour has been undertaken by senior leaders and curriculum involvement and pupil progress demonstrates effectiveness of sensory interventions	1,2,3

Outcome based planning and timeframes for all personalised provisions.	Our in school analysis demonstrates need for regular evaluations of impact of personalised provisions and activities. Personalised provisions need to be destination led with clear intended outcomes.	1, 2, 3, 4, 5, 6
Personalised interventions to support delivery of health programmes to enable pupils to stay well so they can attend school regularly.	Extensive evidence based research that postural management, hydro therapy, physio programmes etc are key to a child/young person staying healthy and well.	5
Personalised interventions to reduce persistent absenteeism .	Compared to national statistics for special schools, our attendance is high but we have extremely high expectations for all pupils and strive to further improve attendance for all groups of learners. EEF attendance research	1, 2, 3, 4, 5, 6, 8
Rebound Therapy and enhanced physical development programme	Please follow the link below to read the EEF report on the benefits of physical activity on narrowing the gap and raising attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5
Trauma informed approach and relationships based behaviour support policy	There is much evidence around the trauma informed approach to supporting pupils and families including: https://educationendowmentfoundation.org.uk/news/new-eeef-report-6-recommendations-for-improving-behaviour-in-schools Adopting a trauma-informed and relationships-based behaviour support policy, including the THRIVE model, is strongly supported by research evidence that shows: • Improved pupil emotional wellbeing and behaviour. • Reduced exclusions and disciplinary incidents. • Enhanced engagement and academic outcomes. • Better staff understanding and management of trauma-related behaviours.	1, 2, 6, 8

	• Creation of safer, more inclusive school environments.	
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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 2025 to 2026 academic years.

Review of our 3 year Pupil Premium Strategy 2025-2026

At Pear Tree School, our Pupil Premium strategy is central to our commitment that every pupil can achieve their full potential. The targeted use of Pupil Premium funding has enabled us to develop a highly personalised and inclusive approach that benefits not only disadvantaged pupils, but strengthens provision for all vulnerable learners across the school.

As a specialist setting, our greatest strength is our ability to provide highly individualised provision, carefully tailored to each pupil's needs, strengths and EHCP outcomes. Pupil Premium funding has played a key role in enabling this level of bespoke support, alongside a wide range of targeted interventions, ensuring that barriers to learning are reduced and pupils are able to engage, communicate and make meaningful progress from their starting points.

Our curriculum is underpinned by a strong relational culture, where pupils are well known and well supported. Investment through the Pupil Premium strategy has supported the development of THRIVE and trauma-informed approaches, which are having a positive impact on pupils' emotional wellbeing, behaviour and readiness to learn. This has strengthened engagement across the school and is particularly important for our most vulnerable pupils.

Importantly, the strategy has enabled us to build capacity, expertise and provision that extends beyond individual pupils, creating a consistent, inclusive approach that benefits the wider school community. This ensures that pupils who may not be identified through Pupil Premium funding, but who face similar barriers, are also supported effectively.

Leaders are ambitious and forward-thinking, and recognise the opportunity to build further on these strong foundations. Over the next three years, the Pupil Premium strategy will continue to play a crucial role in driving improvement through the following priorities:

Strategic Next Steps (3-Year Development)

- Further strengthening quality of education by:

- Continuing to refine and develop highly personalised provision and targeted support
- Embedding assistive technology and AI to enhance communication, literacy and independence across the curriculum
- Ensuring all pupils can access learning and demonstrate their understanding in ways that are meaningful to them
- Deepening relational and THRIVE practice:
 - Embedding a consistent whole-school approach
 - Supporting improved attendance, engagement and emotional regulation
 - Enabling earlier, more effective intervention for pupils facing barriers to learning
- Strengthening assessment and evaluation:
 - Implementing INSIGHT to enhance how we evidence progress, particularly small-step progress
 - Supporting more precise identification of gaps and measuring the impact of provision
- Enhancing early identification through the vulnerability profile:
 - Ensuring that pupils at risk of underachievement are identified early
 - Enabling timely, targeted support for a wider group of vulnerable learners
- Expanding inclusive provision:
 - Increasing capacity through school expansion to meet growing local need
 - Ensuring that high-quality, personalised provision is sustained and further developed as the school grows.

Summary

The Pupil Premium strategy at Pear Tree School is highly effective in enabling personalised, inclusive and ambitious provision. Funding has been used strategically to remove barriers, build staff expertise and develop approaches that support disadvantaged pupils alongside a wider group of vulnerable learners.

Leaders are continuing to strengthen this work through a clear and ambitious three-year plan, focused on innovation, relational practice, precision in assessment, and inclusive growth. This ensures that all pupils are supported to thrive, engage and achieve the very best outcomes possible.