Pupil premium strategy statement – Launchpad Centre

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Launchpad Centre
Proportion (%) of pupil premium eligible pupils	74.2%
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Michael Power Headteacher
Pupil premium lead	Andrew Ford Deputy Headteacher
Governor / Trustee lead	Jimmy McNamee Chair of Management Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,750
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£53,750

Part A: Pupil premium strategy plan

Statement of intent

At Launchpad Centre Pupil Referral Unit (PRU), we are committed to ensuring that all students, regardless of their background or circumstances, have the opportunity to succeed academically, socially, and emotionally. Our Pupil Premium Strategy is designed to address the unique challenges faced by our students, recognizing that their placement at Launchpad is an intervention, not a destination.

The primary goal of our approach is to support students in reintegrating successfully into mainstream education. We recognise that the majority of our students arrive at Launchpad following a period of disrupted education, often characterized by gaps in learning, challenges in self-regulation, and social or emotional difficulties. These barriers to learning can disproportionately affect disadvantaged students, further widening the attainment gap.

To address these challenges, we focus on:

- **Academic Progress and Targeted Support:** Providing tailored interventions, including literacy and numeracy support, to address gaps in knowledge and ensure students are prepared for reintegration into the mainstream curriculum.
- **Self-Regulation and Emotional Wellbeing:** Developing bespoke programs to build resilience, self-regulation, and emotional stability, equipping students with the skills to thrive in mainstream school settings.
- **Reintegration and Transition:** Working collaboratively with mainstream schools, families, and external agencies to create individualized reintegration plans. These plans prioritize smooth transitions and sustained support to ensure long-term success.
- **Enrichment and Engagement:** Offering opportunities that broaden horizons, foster engagement, and build confidence in areas beyond the classroom, empowering students to see themselves as capable and valued members of their school communities.

Our Pupil Premium funding is carefully allocated to initiatives that directly address these objectives, ensuring that every child has the opportunity to overcome barriers to learning and achieve their potential. Through rigorous monitoring, regular review, and collaboration with stakeholders, we aim to close the attainment gap and ensure that Launchpad Centre serves as a steppingstone to brighter futures.

Challenges

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

Challenge number	Detail of challenge
1	Many students experience lower-than-average reading levels, which can result from disrupted schooling or limited access to tailored academic support. This gap may leave them at a disadvantage when returning to mainstream education.
2	Students increasingly find it challenging to manage emotions like frustration or anxiety, particularly in high-pressure or unfamiliar environments. This can lead to disruptive behaviour that impedes their learning and social inclusion.
3	Students may struggle with adapting to the more structured environment, expectations, and social dynamics of mainstream schools. Their previous experiences may make it difficult to build positive relationships with peers and teachers.
4	Inadequate support during the transition from PRU to mainstream schools may exacerbate these challenges. Students need personalized plans, ongoing mentoring, and collaboration between PRU staff, mainstream schools, and families to ensure success.
5	Disadvantaged pupils are disproportionately affected by barriers to regular attendance and sustained engagement with education. Many pupils arrive at Launchpad following periods of disrupted education, persistent absence or disengagement from their previous setting. Financial, social and family circumstances can further affect attendance, participation and pupils' sense of belonging. Without targeted support, these barriers can limit academic progress and reduce the likelihood of successful and sustained reintegration into mainstream education

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

Students make measurable progress in their reading levels, closing the attainment gap with their peers.	• Pupil Premium students show accelerated progress in reading age to bring them in line with chronological age-related expectations. • Regular assessments indicate improved decoding, fluency, and comprehension skills.
Increased student confidence and engagement with reading, fostering a love for literacy and independent learning.	• Students demonstrate increased participation in reading-related activities, such as guided reading sessions or independent book choices.
Students develop improved self-regulation and emotional resilience, enabling them to manage frustration and anxiety effectively.	• Improved emotional regulation as evidenced by progress in tools such as Boxall Profiles or Strengths and Difficulties Questionnaires (SDQs) and Readiness to reintegrate assessments. • Students participate in and benefit from tailored emotional and social interventions, such as nurture groups or therapeutic support.
Students gain the skills needed to adapt to structured environments and successfully reintegrate into mainstream schools.	• Improvement in reintegration rates to mainstream schools for Pupil Premium students within the academic year. • Positive feedback from mainstream schools regarding students' adaptability, behaviour, and engagement during the transition period.
Positive relationships with peers and teachers are fostered, promoting inclusion and engagement in learning.	• Evidence of sustained positive peer interactions and collaborative work in group settings.
Every student receives a personalized reintegration plan that is co-created with input from PRU staff, mainstream schools, and families.	• 100% of Pupil Premium students have a detailed reintegration plan in place within two weeks of their transition readiness assessment.
Transitions are smooth, with ongoing mentoring and support to ensure long-term success in mainstream settings.	• Increased collaboration between Launchpad PRU and receiving mainstream schools, measured through regular transition review meetings. • Follow-up data indicates that at least 80% of students remain successfully placed in mainstream schools six months post-reintegration.

Activity in this academic year (2026/2027)

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1*1000.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of staff expertise in early reading, building upon whole-staff training undertaken through RWI Fresh Start and ensuring staff can identify and respond appropriately to barriers in decoding, fluency and comprehension.	Evaluation of the previous strategy found that although pupil engagement with Fresh Start was limited, staff training significantly increased whole-school knowledge of early reading. Maintaining and applying this expertise enables reading difficulties to be identified and supported across the curriculum rather than being the responsibility of individual intervention staff.	1
Protected curriculum time for reading intervention and reading for pleasure. The curriculum has been redesigned to ensure pupils receive regular opportunities to develop reading skills and reading engagement.	The school's evaluation identified that isolated intervention alone was insufficient to address the scale of reading need within the cohort. Regular opportunities to practise reading, alongside targeted intervention, provide greater consistency and ensure literacy development forms part of pupils' curriculum entitlement.	1

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

Budgeted cost: £ *9200.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implementation of	Targeted, structured literacy intervention enables support to be	1

Lexia Core5 and Lexia PowerUp Literacy, providing targeted, individualised reading intervention for disadvantaged pupils identified as having reading ages below age-related expectations. Progress will be monitored through standardised reading-age assessments.	matched to identified gaps in pupils' reading. Lexia provides an individualised pathway based upon pupils' starting points, while regular assessment will allow the school to evaluate whether intervention is translating into improved reading ages. Early implementation indicators within school are positive.	

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

Budgeted cost: £ *24000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic use of Readiness to Reintegrate assessments and individual targets to identify and address barriers relating to self-regulation, behaviour, engagement and successful reintegration.	Evaluation found limited engagement with Zones of Regulation. A more individualised, assessment-led approach will enable staff to identify the specific barriers experienced by each pupil, establish measurable targets and review progress towards successful reintegration.	2, 3, 4
Allocation of staff time to provide individualised reintegration and transition support, including liaison with mainstream schools, pupils and families, supported visits and follow-up following reintegration.	Evaluation of the previous strategy identified personalised staff support during reintegration as an effective element of provision. Pupils attending AP frequently require carefully planned transitions and continuity of trusted relationships to support successful and sustained reintegration.	3, 4
Increased staffing capacity for outreach work, with a particular focus on disadvantaged pupils experiencing poor	Additional outreach capacity enables earlier intervention, direct work with pupils and families, and closer collaboration with mainstream schools. This provides a mechanism for identifying and addressing barriers	3, 4, 5

attendance, disengagement or difficulties sustaining their mainstream placement.	to attendance and engagement before they result in further educational disruption.	
Targeted enrichment opportunities for Pupil Premium pupils, ensuring disadvantaged pupils have access to a broad range of educational, cultural, sporting and personal-development experiences.	The school's evaluation identified a need to improve disadvantaged pupils' access to wider opportunities. Targeted enrichment can support engagement, confidence, relationships and belonging while ensuring financial disadvantage does not restrict access to experiences available to their peers.	2, 3, 5
Financial support for school uniform for Pupil Premium eligible pupils where required, including replacement or additional items where financial circumstances create a barrier to attendance or participation.	The school has identified access to appropriate uniform as a practical barrier for some disadvantaged pupils. Removing this barrier supports attendance, participation and pupils' sense of belonging, while enabling disadvantaged pupils to meet the same expectations as their peers.	5

Total budgeted cost: £53,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our evaluation of the Pupil Premium Strategy indicates that the barriers identified within the strategy remain relevant to our disadvantaged cohort. In particular, low levels of literacy, disrupted educational experiences, difficulties with self-regulation, poor attendance and the challenges associated with successful reintegration into mainstream education continue to disproportionately affect pupils eligible for Pupil Premium.

Improving literacy and reading

The strategy identified low reading levels as a significant barrier for disadvantaged pupils, with many pupils arriving at Launchpad following disrupted education and with reading ages below those expected for their chronological age.

During the year, the school invested in Read Write Inc. Fresh Start and associated staff training. Engagement with the Fresh Start intervention itself was lower than anticipated and, as a result, the programme did not provide the consistent intervention required across the cohort.

However, the investment in training has had an important wider impact. Training was provided to the wider staff team and has strengthened staff knowledge and confidence in the teaching of early reading, including phonics, decoding and the identification of barriers experienced by weaker readers. This has increased the capacity of the school to support literacy across the curriculum rather than concentrating expertise within a small number of intervention staff.

Following the trial and evaluation of a range of reading interventions, the school has identified Lexia Core5 and Lexia PowerUp Literacy as the principal targeted interventions for pupils with identified gaps in reading. This provides a more accessible and individualised approach for the Launchpad cohort. Early indicators from reading-age assessments are positive and suggest that pupils engaging with the programmes are beginning to make progress. This will be monitored systematically during the next strategy period to determine the extent and sustainability of improvement, particularly for disadvantaged pupils.

The wider curriculum has also been redesigned to give reading greater prominence. Scheduled reading sessions are now incorporated into pupils' timetables, providing protected time for targeted reading intervention alongside reading for pleasure. This reflects our recognition that improving reading requires both targeted remediation and the development of positive reading habits.

Self-regulation and readiness to reintegrate

The strategy included the introduction of Zones of Regulation as a mechanism for improving pupils' self-regulation and emotional awareness. Engagement with this approach was limited and it did not become sufficiently embedded to demonstrate the intended impact.

The school has therefore refined its approach. Rather than continuing with a broad whole-school intervention which has not secured sufficient engagement, support will be more closely linked to individual pupils' identified barriers to successful reintegration.

Readiness to Reintegrate assessments will be used more systematically to identify specific areas of need and establish individual targets. These will inform intervention, pastoral support and reintegration planning. Progress against these targets will be reviewed to provide clearer evidence of whether pupils are developing the behaviours, self-regulation and engagement necessary for a successful return to mainstream education.

Reintegration and transition

The allocation of staff time to support pupils' reintegration into mainstream education has been successful and remains an important element of the strategy.

The involvement of staff who know pupils well has supported communication between Launchpad, pupils, families and receiving schools and has enabled difficulties to be identified and addressed during transition. This approach will therefore continue, with staff capacity protected to provide personalised reintegration planning, transition support and follow-up.

The next strategy will also increase the allocation of staffing for outreach work. This will provide additional capacity to work with pupils, families and mainstream schools where attendance and engagement are barriers. Particular attention will be given to disadvantaged pupils whose patterns of attendance or disengagement place them at increased risk of unsuccessful reintegration or further educational disruption.

Enrichment, belonging and participation

Evaluation of the strategy has also identified the need to place greater emphasis on disadvantaged pupils' access to enrichment and wider educational experiences.

The school will therefore invest further Pupil Premium funding in enrichment opportunities specifically designed to ensure that disadvantaged pupils have access to a broad range of activities and experiences comparable with those available to their peers. These opportunities will be used to develop engagement, confidence, relationships, cultural capital and pupils' sense of belonging to the school community.

The school has also identified the cost and availability of appropriate school uniform as a potential practical barrier to attendance, participation and belonging for some disadvantaged pupils. Pupil Premium funding will therefore be used, where appropriate, to support the purchase of school uniform for eligible pupils. This is intended to remove a practical barrier while ensuring pupils are able to participate fully in school life and experience the same expectations and sense of belonging as their peers.

Next steps

The evaluation has resulted in a deliberate refinement of the Pupil Premium Strategy. Approaches which secured limited engagement, including Fresh Start as the principal reading intervention and the broader implementation of Zones of Regulation, will not simply be continued without evidence of impact.

Instead, funding will be increasingly concentrated on approaches which respond directly to the identified needs of the Launchpad cohort. Priorities for the next strategy period will therefore include:

• targeted reading intervention through Lexia Core5 and Lexia PowerUp Literacy, supported by regular assessment of reading ages;

• protected curriculum time for reading intervention and reading for pleasure;

• continued application of staff knowledge developed through whole-school early reading training;

• systematic use of Readiness to Reintegrate assessments and individualised targets to support self-regulation and successful transition;

• continued staffing capacity for reintegration and increased capacity for outreach work focused on attendance and engagement;

• increased access to enrichment opportunities for disadvantaged pupils; and

• practical support, including school uniform, where financial disadvantage creates barriers to attendance, participation or belonging.

The next phase of the strategy will place greater emphasis on measurable impact. Reading-age progress, attendance and engagement, Readiness to Reintegrate assessments, reintegration outcomes and participation in enrichment will provide clearer measures through which the school can evaluate whether Pupil Premium expenditure is reducing the specific disadvantages experienced by the Launchpad cohort..

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider