

# Pupil premium strategy statement – Clare Mount Special School

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 (2025-2026) and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	424 (7-11)
Proportion (%) of pupil premium eligible pupils	62.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027 (This is a year 2 update of the 3 year strategy).
Date this statement was published	December 2024
Date on which it will be reviewed	January 2026
Statement authorised by	Dan Keith
Pupil premium lead	Jon Rice
Governor / Trustee lead	Gabby Crolla

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,750
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£297,575

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils who face additional challenges in addition to their disabilities in relation to their social opportunities and wider enrichment.

Our aim is to ensure that children in receipt of pupil premium do as well as their peers in terms of academic attainment and are afforded the opportunities to progress and have a better understanding of the world around them.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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

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 the next stage of their education.

## INTENT

**Our Pupil Premium strategy will be based around the 4 areas of need in the SEND code of practice.**

The Code of Practice defines special educational needs in four broad areas of need and support:

- **Communication and Interaction**

Children can often find understanding language and communicating difficult. This could be because of a difficulty with language or a condition such as autism, auditory processing disorder, speech/language disorder or delay, or pragmatic language difficulty. Children can find social communication difficult and the skills needed to manage a social situation.

- **Cognition and learning**

A child or young person may have a specific learning difficulty and experience problems with reading and spelling (dyslexia), mathematics (dyscalculia), coordination (dyspraxia) or writing (dysgraphia). Other difficulties may occur, for example, working memory, attention, organisation skills, problem solving, comprehension etc.

Those children with more severe learning difficulties may also experience difficulty learning basic skills, which may then lead to affect their overall development.

- **Social, emotional and mental health**

Some children may have difficulties managing their behaviour and/or emotions. This can include self harming, low mood, problems of conduct, substance abuse or eating disorders. Some young people/children may have recognised disorders such as attention deficit disorder, attachment disorder, or anxiety disorder.

Other children may find it difficult to interact socially with others, not yet developed the necessary social skills, cues and understanding to work or play alongside others, to manage social situations, to take turns, to listen effectively to others, to pick up on social cues, to understand literal language, sarcasm or implied meaning.

- **Sensory and/or physical needs**

Children with disabilities that affect the ability to access the environment or learn. This could include visual or hearing impairment, sensory processing disorder, physical disability, congenital conditions or a disability such as cerebral palsy.

## Challenges

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

Challenge number	Detail of challenge
1	Individual Special Educational Needs of pupils
2	Access to specialist support for children with sensory processing/integration difficulties
3	Emotional well-being, behavioural and mental health needs of the pupils
4	Continuing impact of missed face to face learning during Covid-19 restrictions
5	Communication and regulation needs with both peers and adults
6.	On entry profile for reading are consistently significantly below national levels (and age related expectations). This is in most cases a function of the additional learning needs of the pupils.
7	Deprivation leads to low levels of cultural capital which impacts on childrens' long term schema development

## 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
Pupils will continue to demonstrate an increased engagement with learning by accessing a personalised curriculum.	By 2026/7 Pupil attainment will show that all pupils are within the expected range in terms of meeting set targets, and making at least expected progress towards their EHCP <sup>1</sup> outcomes

<p>Improved regulation of emotions both in class and in school leading to effective behaviour or learning</p>	<p>By 2026/7 behaviour monitoring within school and monitoring for incidents at home will evidence a decrease in serious incidents and an increase in engagement by parents with support offered by the school</p>
<p>To demonstrate children's increased communication skills with both adults and peers</p>	<p>By 2026/7 this increase will be demonstrated in staff observations, summative assessment and progression for EHCP outcomes</p>
<p>Increased availability of extra-curricular activities that support learning as well as emotional well being</p>	<p>By 2026/7 activities within the school's extra curricular programme will be accessed by all who receive pupil premium and are physically able to attend sessions.</p> <p>A tracking system will ensure all pupils receiving the PPG will engage at least once weekly.</p>

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	<p>In school, we will observe that children's poor behaviours are reduced where previously they have been problematic and inappropriate.</p> <p>Staff will observe that children experience and can convey a sense of pride in their achievements.</p>
Improve attendance	<p>Like all schools our attendance has declined since the pandemic. Prior to the pandemic school attendance for all groups including Pupil Premium was above national averages. We intend that by the end of this academic year attendance for all pupils (including Pupil Premium will have increased by at least 1%). This improving trend will then improve year on year.</p>
Improve pupil Literacy.	<p>We recognize as a school that a main barrier for pupils to progress academically and socially is to have a better standard of Literacy. We will invest in interventions that will allow our pupils to improve their literacy levels year on year.</p>
Increased support for PP students to improve attainment	<p>There remains a small attainment gap between our PP pupils and non PP pupils. It is our intention that by the production of performance tables in 2027 this gap will be entirely closed.</p>
Improve employability skills for all our pupils.	<p>Following the Buckland Review (below) a key priority will be to ensure all our pupils are equipped with skills that will improve their chances of gaining paid employment. We will invest in our PFA programme to ensure 100% of our pupils take up a place in College/Employment etc once they leave CM.</p> <p><a href="https://www.autism.org.uk/what-we-do/news/the-buckland-review-of-autism-">https://www.autism.org.uk/what-we-do/news/the-buckland-review-of-autism-</a></p>

	<a href="#">employment-is-publis</a>
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## Activity in this academic year

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

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

Budgeted cost: £127,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and sensory specialist bought in by the school. Highlighted children to have communication intervention.</p> <p>£20k</p>	<p>The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.</p> <p><a href="#">SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</a></p>	<p>1,2,5</p>
<p>Positive behaviour support for children with complex SEMH needs. Establishing specialist provision within the school with additional support from educational psychologist and counselling service.</p> <p>£30k</p>	<p>Social, emotional and mental health (SEMH) needs to be met in order to reduce barriers to learning</p> <p><a href="#">What are SEMH needs? - SEMH Barriers to Learning</a></p>	<p>1,2,3</p>

<p>Purchase of a Literacy/Phonics software to roll out to all pupils in the school. This will support the school's daily reading programme.</p> <p>£25K</p>	<p>Low Literary levels are a barrier to not only learning but life chances. This will be a substantial investment by the school in order to raise the Literacy standards of all pupils in the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>4,5,6</p>
<p>Departmental Interventions/Resources. £30K</p> <p>Caritas support - provide social work, counselling and therapy support.</p> <p>£22k</p>	<p>There will be a form available to Departmental areas to bid for funding for extra resources for their area – for example for software, revision material, support with academic based trips.</p> <p>Many of our pupils will often struggle with their mental health, relationships and well being. The Caritas service provides our pupils with the support they need to ensure these needs are met.</p>	<p>1,2,3,4,5,6,7</p> <p>1,2,3,4,5</p>

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

Budgeted cost: £168,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of 2 Learning Mentors to support families to improve wellbeing at home, access to services and support out of school and attendance £50k	Positive relationships and strong collaboration between home and school are crucial. <a href="http://www.gov.uk">Supporting SEND - GOV.UK (www.gov.uk)</a>	1,2,3,4
Employ a specialist Attendance Officer to monitor and report on school attendance. £20k	Since the pandemic there has been a fairly stark downward trend in respect of school attendance – this is having an adverse impact upon pupils development and progress.  <a href="https://epi.org.uk/publications-and-research/absence/">https://epi.org.uk/publications-and-research/absence/</a>	3,4
Community Sports and Extra Curriculum Programme.  £20K	Participation in extra curricular activities is key in ensuring pupils are engaged in the life of the school and in their own development.  <a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a>	3,4,5,7
Trips  £35K	.The school has a proud history of supporting disadvantaged pupils to go on trips. This not only improves engagement and behaviour but also supports the school with the cultural capital agenda that many of our pupils would simply not experience.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation</a>	3,4,5,7

<p>The improvement and renovation of the new flat in school.</p> <p>£6k</p>	<p>.An integral part of the school curriculum for all pupils is our PFA programme 'Preparation for Working Life'.</p> <p>Our flat helps to provide pupils to develop the essential skills to be able to look after themselves and become more independent – cooking, cleaning, ironing etc.</p>	<p>1,2,3,4</p>
<p>Development of a dedicated space to support the delivery of and access to sensory integration activities and approaches .</p> <p>£12k</p>	<p>Due to expansion in numbers we have introduced another sensory room to support pupils.</p> <p><a href="https://www.autism.org.uk/advice-and-guidance/topics/autism-friendly-guide/accessible-environments">https://www.autism.org.uk/advice-and-guidance/topics/autism-friendly-guide/accessible-environments</a></p>	<p>1,2,3,4</p>
<p>Off Site Education.</p> <p>£25K</p>	<p>There are occasions when pupils will need to be education away from the school buildings – this can be for a myriad of reasons.</p>	

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,750

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Engagement with external bodies to support school with Teaching &amp; Learning strategies and Behavior Management.</p> <p>£10k</p>	<p>Quality First Teaching is the foundation for any successful school – in particular for pupils with additional needs. At Clare Mount we have an unrelenting aspiration to improve our teaching and learning so that our pupils have the best possible chance of realizing their potential.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>1,2,3,4,6</p>

<p>Team Teach trainers (including cost of training &amp; expenses/backfill)</p> <p>£5.75k</p>	<p><b>Team-Teach training</b> promotes de-escalation strategies and supports the reduction of risk and restraint, to assist teaching, learning and caring. It aims to increase staff confidence and competence, in responding to challenging behaviours, whilst promoting and protecting positive relationships.</p> <p><b>Keeping children safe in education 2023</b> part one 165 emphasises the additional vulnerability of children with SEND and the need for schools to consider risk associated with those children. By having our own staff who are trained to deliver team teach training, we will be able to fully fulfil this duty and ensure that the training is linked directly to the school's behaviour and well-being policy and reflects the needs of children within the school</p> <p><a href="https://publishing.service.gov.uk">Keeping children safe in education 2023 (publishing.service.gov.uk)</a></p>	<p>1,3</p>

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**Total budgeted cost: £310,750**

**To carry over/left to spend: £0**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As a special school all of our students have their individual learning needs and this often creates barriers and challenges to their academic progress. At Clare Mount we seek to support all our students to overcome these barriers and maximise their academic outcomes as well as supporting our students with their personal development.

In 2024 KS4 performance for all of our students was the best in the school's history (under the Attainment 8 and Progress 8 KPI's).

The progress 8 score for Clare Mount in 2024 was – 0.15 an improvement from - 0.39 in 2023. It is worth noting that the average Progress 8 figures for all secondary school in Wirral Local Authority in 2024 was -0.16. In effect Clare Mount Special School has a progress 8 figure better than the average for all schools.

The progress 8 figure for disadvantaged students at Clare Mount in 2024 was -0.43 an improvement from -0.49 in 2023. Whilst progress has improved for disadvantaged students in the academic year 2023-24 the attainment and progress gap has widened in the school – it will be a whole school focus in the 2024/25 to close this gap.

#### **UPDATE – December 2025**

The last 3 years Attainment 8 figures for all pupils and for Disadvantaged pupils at Clare Mount is as follows:

It can be seen that Disadvantaged pupils are performing better than the average for all pupils at Clare Mount.

Year	Attainment 8	Attainment 8 Disadvantaged
2023	16.2	15.2
2024	17	13.7
2025	19.8	20.2



