

Pupil premium strategy statement – Foreland Fields 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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 – 2028/29
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Adrian Mount Headteacher
Pupil premium lead	Adrian Mount Headteacher
Governor / Trustee lead	Steve Pamphilon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£157,900
Expenditure September 2024 – 31st August 2025	£163,735.24
Academic Year 2024/25 Rollover (to 2025/26 Academic Year)	Overspend of £5,835.24

Part A: Pupil premium strategy plan 2025/26 - 2028/29

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for disadvantaged pupils.

There are currently 293 pupils on roll from Year R to 14 (September 2026). 62% of pupils on roll have ASD (Autism Spectrum Disorder) as their primary need, 1% Moderate Learning Disabilities (MLD), 3% Physical Disability/Moderate Learning Disability (PD/MLD), 15% Profound and Multiple Learning Disability (PMLD), 7% Speech Learning and Communication Needs (SLCN), 11% Severe Learning Disability (SLD), 0.5% Sensory and Physical/Hearing Impairment (S&P/HI), 0.5% Hearing Impairment.

The Foreland Fields School Curriculum pathways focus on developing key communication, cognition, independence and physical skills in order to equip our pupils and students to live happy and healthy lives beyond school.

- From September 2025, the delivery of learning and development for pupils within Year R, and Yr 1 and Yr 2 pupils within the 'Foundation Pathway' has been supported through the Equals Informal (for pupils with complex learning disabilities) and Semi-formal Curricula. 12% of pupils are on the Foundation Pathway.
- Pupils with Profound and Multiple Learning Disabilities follow the Explorers Pathway, a pre-formal therapy-based curriculum that focuses on eliciting responses, health and well-being, postural management and mobility. Currently 17% of pupils/students are following the Explorers Pathway.
- Pupils with Severe Learning Disabilities follow the Discoverers Pathway – a semi-formal, developmental, skills-based curriculum focusing on communication, early cognitive skills, relationships, independence and physical development. Currently 43% of pupils/students are following this pathway.
- Pupils with more moderate learning disabilities follow the Pioneers Pathway, an adapted version of the National Curriculum with a focus on accreditation, work related experiences, relationships and health education and life skills, which prepares our young people for independent living and the world of work. Currently 14% of pupils/students are following the Pioneers Pathway.
- Pupils with complex learning disabilities who are working at around P4/P5 follow the Adventurers Pathway – an informal curriculum focusing on communication, relationships, self-regulation and independence. Currently 14% of pupils/students follow this pathway.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils and students 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.

Our strategy moving forward is integral to wider school plans, notably:

- To develop functional communication and literacy skills at an appropriate level to support student cognitive and social abilities

- To further improve thinking and problem-solving skills through the provision of highly motivating and exciting experiences and activities
- professional development for staff in therapeutic approaches, and personalised support to address individual needs.
- Early intervention and targeted support for disadvantaged students, as well as school-wide initiatives to improve attendance for all.

Our strategy will be driven by the needs and strengths of each young person, based on ongoing formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges for 2025/6 – 2028/29

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

Challenge number	Detail of challenge
1	All of our pupils/students have a right to a voice. The Foreland Fields Reading Curriculum document details how we strive to support students to develop the fundamentals of communication. Skills will incorporate the development of early communication through to those students developing literacy by accessing a structured phonics approach.
2	All taught phonics sessions and interventions incorporate the All Aboard Phonics principles - including clear use of pictophones throughout and solely using the All Aboard reading books, physical and online resources to support within focused phonics lessons. Staff have access to appropriate training and support to deliver the All Aboard phonics programme with confidence and fidelity.
3	Providing exciting activities can help to provoke interest in children who routinely show little interest in the world around them. We need to allow children to experience a range of activities beyond the routine, although we must be careful not to provide a catalogue of unconnected experiences. The connection is thinking and problem solving and we need to make that very explicit or the children may not notice.
4	Children with special educational needs (SEN) are increasingly being involved in decisions that affect them. In order to make informed decisions, this includes an element of problem solving. Problem solving is the process of identifying an issue, analysing its causes, and generating potential solutions, while decision-making is the process of choosing the best solution from those possibilities. They are interconnected, with problem-solving providing the options that decision-making then evaluates and selects.

5	Staff training in therapeutic approaches for Special Educational Needs (SEN) focuses on equipping educators (including support staff) with the skills to provide a supportive, trauma-informed, and attachment-aware environment, rather than relying solely on traditional behaviour support. This helps staff understand behaviour as a form of communication and promotes positive outcomes for students.
6	A successful parent partnership with a child with Special Educational Needs (SEN) is crucial for their development, built on mutual trust, respect, and open communication. Parents are recognised as experts on their child's needs and should be actively involved in decision-making, planning, and supporting the child's education, which can lead to better academic and social outcomes. Effective partnerships require schools to be welcoming and parents to feel valued and listened to. Parents/carers are the school's greatest resource.
7	Students with special educational needs (SEN) have higher rates of absence and persistent absence compared to their peers without SEN, a gap that is widening nationally. This is often due to issues like medical conditions, anxiety, difficulty with transitions, or sensory overload, which are exacerbated by systemic delays in support and limited school resources.

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
Staff to receive specific training to increase their understanding of how to support early communication skills and the importance of secure phonological awareness prior to more formal reading instruction.	- Staff enabled to support phonics and pre-phonics to build confidence with delivering activities in a way that engages our students at an appropriate level. - All taught phonics sessions and interventions incorporate the All Aboard Phonics principles - including clear use of pictophones throughout and solely using the All Aboard reading books, physical and online resources to support within focused phonics lessons.
Staff to receive training in sound behaviour support which is both trauma-informed and attachment aware.	- Greater understanding from staff that trauma can affect a person's mental and emotional well-being - Evidence of staff creating a safe and supportive environment to avoid re-traumatisation.

Students have access to rich thought-provoking activities, outside of the classroom environment, utilising the wider community.	• Wider range of activities/opportunities is evident through planning intentions, lesson observations, assessments and Evidence for Learning. • Greater engagement in learning. • Increase in children's self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills. • Improved emotional wellbeing. • Improved communication skills. • Improved peer interactions
Providing structured and adapted activities, such as breaking down tasks using scaffolding, visual aids, and engaging in play-based learning. Adults can support this by asking open-ended questions, offering choices, and encouraging creativity in a less rigid environment, which builds confidence and resilience.	• Greater ownership in learning. • Increased problem-solving opportunities leading to greater independence and a greater sense of self-worth.
Where required, agree with parents/carers an 'Attendance Contract', a formal agreement between the home and school to secure engagement with support where other measures haven't been effective.	• Improved attendance for children whose attendance falls below that expected. • Attendance in line with or better than National averages.
Increased parental engagement in the school plus access to support – both in-school and external. Access to parent workshops	• Boosting children's achievement in schools • Improved behaviour due to greater working relationships between the school and home. • Increased communication between the school/home. • Increased parental knowledge/support through access to training. • Greater shared understanding of targets, next steps and how to get there.
Play Leaders – Structure play and work with children to model and encourage play skills • Encourage children to learn and develop through play. • Build up a child's self-worth by giving a child a sense of his or her own abilities and to feel good about themselves. • Encourage the development of skills through the power of play.	• Improved social interaction. • Improved communication. • Improved holistic development. • Increased enjoyment. • Increased wellbeing. • Improved physical development and motor skills.

• Encourage the development of skills through the power of play. • Provide play experiences and resources to develop language skills, emotions, creativity and social skills. • Encourage and nurture imagination and give a child a sense of adventure. Through this, they can learn essential skills such as problem solving, working with others, sharing and much more.	
For all pupils requiring and/or benefiting from hydrotherapy to have increased and regular sessions in the hydrotherapy pool with trained staff.	• Increased muscle tone. • Increased mobility/movement. • Improved health. • Meeting targets identified in their PLIMS. • Improved communication/interaction.
Access to 1:1 targeted support in in the core areas of reading, writing and spoken language.	• Progress made in line with expectations. • Any regression is soon identified and progress is made through targeted support. • Improvements in reading, writing and spoken language.

Activity in this academic year

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: £127,875.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Teacher (Communication)	The relationship between oral language ability and academic success has been well established (Hill, 2012; Resnick and Snow, 2009). In order to maximise students' literacy and learning, teachers need to have solid understandings about oral language and its potential as an educational tool. Oral language involves expressive and receptive skills.	Areas 1,2 and 4 £40,833.60

	Expressive language encompasses the words and actions used to convey meaning, including tone, volume, pauses and inflections. Receptive language is the understanding of language expressed by others. Expressive and receptive oral language are often referred to as 'speaking and listening'. Improved behaviour support, key staff trained to support pupils with complex learning needs. Behaviour advice for all staff – additional training based on pupil/student need.	
Behaviour Lead	Impact of behaviour lead is that hours of class time are saved by having someone to call on to address behaviour early. Studies show that seven out of every 30 minutes in a classroom can be lost to poor behaviour. This adds up to 45 days of missed learning for every child each year. By training teachers and school staff this also helps them address small disruptions before they turn into major problems.	Area 5 £41,091.64
Family Liaison Officer	Identify appropriate community resources for families. Improved communication between parents and school Provide appropriate training for parents, e.g. Mental Capacity Act training. Behaviour training delivered by Headteacher and behaviour lead can impact behaviour at home as Parents learn clear ways to set rules and handle tough behaviours. Also, Reduces stress through encouraging families to talk through problems calmly and lower tension at home.	Area 6 £23,709.47
Phonics Focus	Phonics improves communication by building literacy skills like reading and spelling, which enhances overall language proficiency, vocabulary, and the ability to express oneself clearly. It provides a foundation for clear articulation in speech, improves listening skills, and boosts confidence in both written and spoken communication.	Area 2 £7,563.52

HLTA Targeted Support	Structured interventions designed to target those students who need additional support or who are working at a higher level and need support, e.g. high-potential learners.	Areas 1 and 4 £14,677.04
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: 15,036.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional supported Hydrotherapy sessions	The warmth of the water has an effect on muscle tone. floating in the water assists in the movement of joints Water pressure and the movement of the child or young person through the water helps to reduce residual lung capacity. This enables more efficient lung function and reduces the risk of chest infections developing. Opportunities for communication/interaction between adult and child.	Area 5 £15,036.97

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

Budgeted cost: £20,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to wrap around care	NatCen Social Research, Newcastle University and ASK Research – analysed information on more than 6,400 children in England taking part in the Millennium Cohort Study, which has been following children born in 2000-01 from birth. They defined disadvantaged children as those whose family income was below the poverty line - that is below 60% of the average household income. The study, funded by the Nuffield Foundation, found taking part in activities after the	Areas 6 and 7 £7,258.74

	formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. 89% of schools stated that the main advantage of offering wraparound provision is that it facilitates working parents. https://www.employersforchildcare.org/app/uploads/2016/10/Wraparound-Childcare-in-Primary-Schools-Report.pdf	
Play Leaders	Play is strongly linked to improved school performance by enhancing cognitive, social, and emotional skills like problem-solving, self-regulation, and creativity, which are foundational for academic success.	Area 3 6,667.95
Play Therapy	Play therapy uses play as a natural form of communication to help children express feelings, process trauma, and resolve behavioral issues without needing complex verbal skills.	Area 5 £480
Horse Riding	Horse riding can be highly beneficial for pupils with profound and multiple learning difficulties, offering improvements in emotional regulation, physical and cognitive skills, and social development. It provides sensory integration, builds confidence, and promotes a sense of independence while improving coordination, posture, and balance. Therapeutic riding can also help develop communication, problem-solving, and numeracy skills, and its structure can be a powerful tool for emotional regulation	Area 4 £1,450
Counselling	Counselling improves children's educational achievement by addressing mental health issues that impede learning, providing academic and career guidance, and building essential life skills like emotional regulation and self-esteem. Emotional and social problems can negatively impact academic performance, and counselling helps students overcome these barriers to improve engagement and attainment.	Area 4 and 5 £2,470

Translators	Good communication between parents and children is linked to better educational achievement, as it builds trust, confidence, and skills. Effective communication with English as an additional language (EAL) parents is crucial for their child's educational achievement, and can be achieved through a variety of methods, including using interpreters, providing clear and simple information, and creating a welcoming, culturally sensitive environment.	Area 6 and 7 £2,496.31
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Total Cost: £163,735.24

Part B: Review of the previous academic year

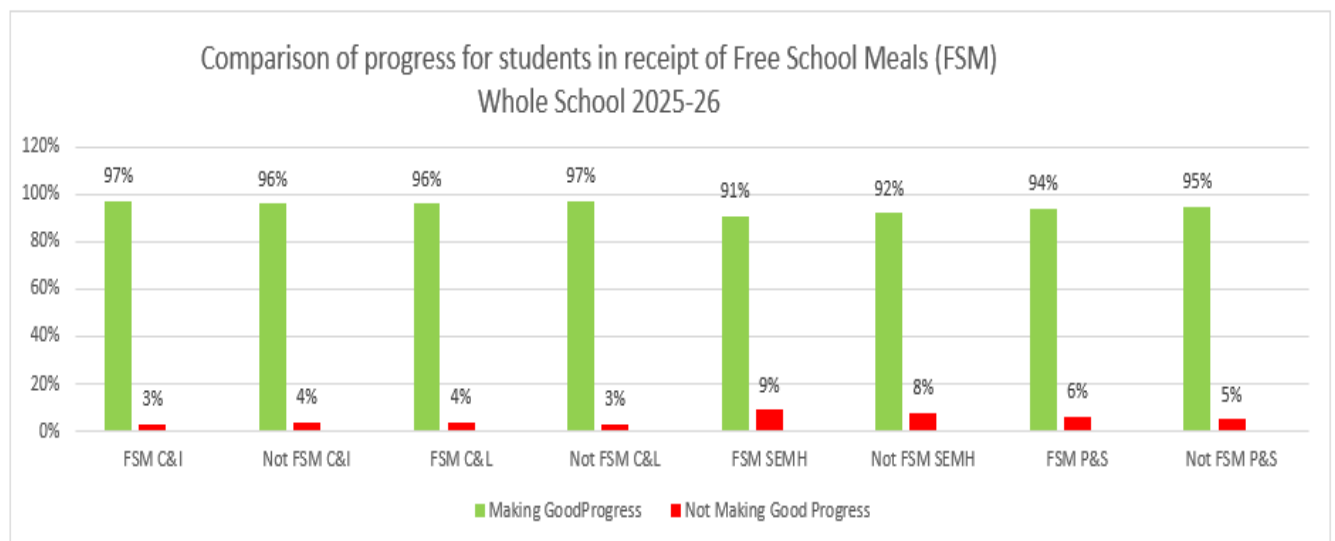
Outcomes for disadvantaged pupils

Progress Data for Whole School 2025-26

Whole School 294 Students	Communication & Interaction		Cognition & Learning		Social Emotional & Mental Health		Physical & Sensory Development	
Number of Students	Y	N	Y	N	Y	N	Y	N
	284	10	283	11	269	25	278	16
% Students	Y	N	Y	N	Y	N	Y	N
	97%	3%	96%	4%	91%	9%	95%	5%

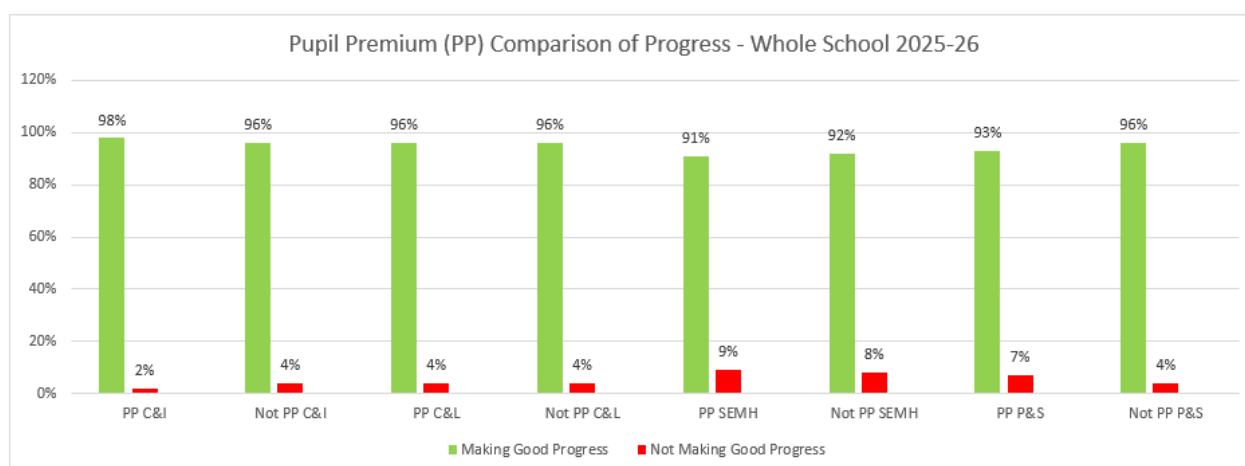
Free School Meals (FSM) Comparison of Progress – Whole School 2025-26

Free School Meals FSM = 146 students (49%) Not FSM = 148 students (51%)	Communication & Interaction		Cognition & Learning		Social Emotional & Mental Health		Physical & Sensory Development	
FSM %	Y	N	Y	N	Y	N	Y	N
	97%	3%	96%	4%	91%	9%	94%	6%
Not FSM %	Y	N	Y	N	Y	N	Y	N
	96%	4%	97%	3%	92%	8%	95%	5%
Comparison	FSM = + 1%		FSM = - 1%		FSM = - 1%		FSM = - 1%	



Pupil Premium (PP) Comparison of Progress – Whole School 2025-26

Pupil Premium PP = 133 students (45%) Not PP = 161 students (55%)	Communication & Interaction		Cognition & Learning		Social Emotional & Mental Health		Physical & Sensory Development	
PP %	Y	N	Y	N	Y	N	Y	N
	98%	2%	96%	4%	91%	9%	93%	7%
Not PP%	Y	N	Y	N	Y	N	Y	N
	96%	4%	96%	4%	92%	8%	96%	4%
Comparison	PP = + 2%		PP = Not PP		PP = - 1%		PP = - 3%	



Related to Challenge 1 and 2

Communication & Interaction (C&I) – Whole School Picture 2025-26

97% of pupils made good progress with Communication & Interaction. 10 pupils (3%) made less than good progress with Communication & Interaction. For 6 of these 10 students this can be attributed to severe absence and subsequent lack of evidence of progress.

With these 6 students disaggregated from the data, 99% of students made good progress with Communication & Interaction. This progress matches last year's (2024-25) progress with Communication & Interaction and can be attributed to the following interventions led by Communication & Literacy Lead - Nikki Grey:

- Implementation of Tales Toolkit and Talk for Writing to support oral storytelling
- Communication Clinics
- Communication support for parents on website
- Promotion of Makaton signing across the school including Makaton Signing Choir
- Joint working with CAT Team & SALT

Good student progress can also be attributed to Foreland Fields specialist curriculum and the 2025-26 CPD programme.

Related to Challenge 2

Cognition & Learning (C&L) – Whole School Picture 2025-26

96% of students made good progress with Cognition & Learning. 11 students (4 %) made less than good progress with cognition & learning. For 6 of these 10 students this can be attributed to severe absence and subsequent lack of evidence of progress.

With these 6 students disaggregated from the data, 98% of students made good progress with Cognition & Learning. This progress matches last year's (2024-25) progress

with Cognition & Learning and can be attributed to the following interventions led by Pathway Leads:

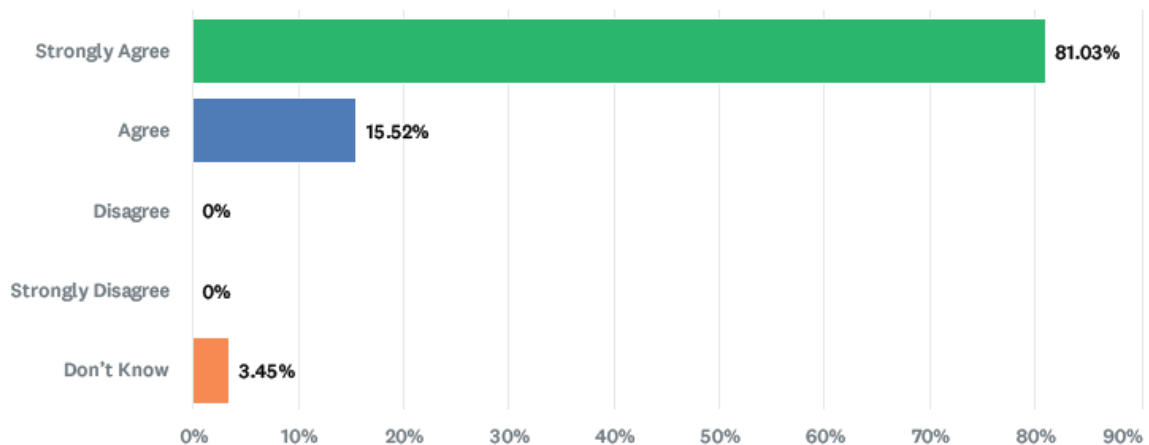
- Introduction of Equals Informal/Semi-formal curricula on Foundation Pathway
- Introduction of blended semi-formal/formal curriculum for Primary Pioneers
- SEN Talk for Writing CPD for Primary & KS3 Pioneers teachers
- Use of the 'Big Idea' to inform provision
- Additional maths & English teacher for EKC students taking accreditation
- HLTA phonics interventions with Sharon Foord

Good student progress can also be attributed to Foreland Fields specialist curriculum and the 2025-26 CPD programme – including CPD around Play and Learning theories.

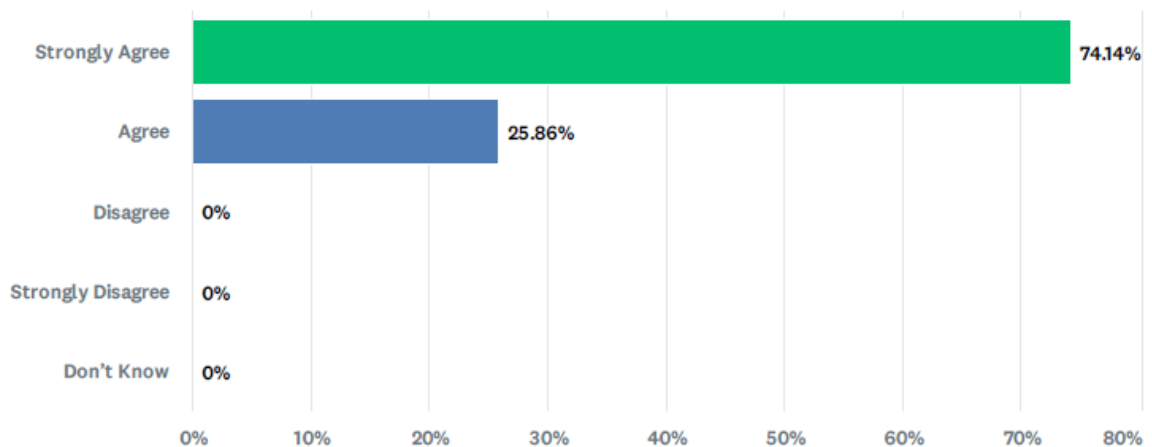
Related to Challenge 6

From the Parent/Carer Survey Outcomes 2026

I would recommend this school to another parent.



My child is happy at the school.



Related to Challenge 7

Current academic year up to Thursday 18 June 2026

Number of pupils ^① 299	Overall attendance % 88.2%	Overall absence % 11.8%	Unauthorised absence % 3.1%
Persistently absent Number of persistently absent pupils 107 Percentage of persistently absent pupils 35.8%		Severely absent Number of severely absent pupils 16 Percentage of severely absent pupils 5.4%	

Last 5 days (12 June 2026 to 18 June 2026)

Overall attendance % 88.1%	Overall absence % 11.9%	Unauthorised absence % 3.8%
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- Comparing attendance with last year, there are very slight fluctuations however, overall there is a 0.3% reduction in attendance, 0.3% increase in absence and a 0.2 reduction in unauthorised absence.

End of Year

- Pupil/student Attendance for the 2025/26 academic year was 87.5%, with 3.2% unauthorised attendance.
- The outcome of attendance discussions with the KPAS officer is that, on the whole, Foreland Fields School does better than the national and Kent averages for special school schools in overall and persistent absence and better than the Kent average for severe absence (national average unavailable).