

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	50%
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)	2021/2022 to 2024/2025
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
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	£163,209
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£61,562
Total budget for this academic year	£224,771
Expenditure September 2024 – 31st August 2025	£232,357.51
Academic Year 2024/25 Rollover (to 2025/26 Academic Year	Overspend of £7,586.51

Part A: Pupil premium strategy plan 2021/22 - 2024/25

For Strategy Plan 2024/25 – 2028/29 See end of this document

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 295 pupils on roll from Year R to 14 (October 2025). 60% of pupils on roll have ASD (Autism Spectrum Disorder) as their primary need, 1.5% Moderate Learning Difficulties (MLD), 4% Physical Difficulty (PD), 14% Profound and Multiple Learning Difficulties (PMLD), 9% Speech Learning and Communication Needs (SLCN), 11% Severe Learning Difficulties (SLD), 0.5% Sensory and Physical / Hearing Impairment (S&P/HI).

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, communication and interaction, physical development and social and emotional development and helping pupils to access an appropriate needs-led curriculum.

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 is integral to wider school plans for education recovery, notably:

- To focus on reading, writing and spoken language development for students on our more formal curriculum pathways. Some of these pupils/students have not made expected progress or, in some cases, have regressed due to the lockdown and continual education disruption.
- To support pupils with the most profound physical impairments to regain physical skills that may have regressed.
- To support pupils with their mental health that has been impacted by the pandemic.
- To fund additional Teaching Assistant hours to ensure a high ratio of staff to pupils.
- To support pupils with communication recovery.
- To ensure that no child is disadvantaged.

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

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

Challenge number	Detail of challenge
1	Many of our pupils/students, particularly those identified as disadvantaged, have difficulties associated with communication/interaction. This can result in issues expressing their needs/wants and can impact on a child's behaviour.
2	<p>Deprivation, crime and unemployment in Thanet are all statistically higher than the England average, with higher proportions of vulnerable populations (source KCC, 2016).</p> <p>The country-wide cost of living crisis is impacting greatly on a number of our families. In addition, the housing crisis has led to some families living in unsuitable and poorly maintained premises and others being made homeless.</p> <p>The relationship between deprivation, disability and disadvantage and lower educational attainment impacts on outcomes in adulthood.</p>
3	<p>In many areas, the education, wellbeing and wider development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils.</p> <p>This includes our younger pupils who may not have benefitted from early years nursery experiences.</p> <p>For some, the past couple of years has resulted in them suffering a 'trauma' for which specialist/therapeutic support is required.</p>
4	Re-engagement in learning is a priority for many of our pupils/students, particularly those who did not attend school during the lockdown period and our pupils/students who continue to be affected by disruption to their education.
5	To support pupils with the most profound physical impairments to regain physical skills that may have regressed during the pandemic. There is an increase in the medical complexities of pupils attending the school.
6	Targeted support for pupils suffering mental health problems, dealing with difficult life events and, in many cases, behavioural problems. Having to step-in and provide/source support when NHS services are so stretched and cannot meet demand.
7	<p>Parental engagement in the school has obviously been impacted by the pandemic plus restrictions on mixing, etc. Parents need to feel supported, particularly those identified as disadvantaged.</p> <p>Parents returning to work and/or those required to collect other children from schools across the district require additional support to care for their children outside of school hours.</p>

8	Pupils/students may not have made the progress they would/should have due to lockdown. In some areas, pupils may have regressed. in the core Specific 1:1 or group teaching in reading, writing and spoken language.
9	Through pupils/students not being able to mix with peers or the wider community, they may have lost important play skills.

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
Access to 1:1 targeted support in in the core areas of reading, writing and spoken language.	<ul style="list-style-type: none"> • 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.
Facilitated socialisation and improved music skills. Improvements in social interaction, e.g. turn-taking / listening and responding to another person. Improvements in reading and mathematical achievement.	<ul style="list-style-type: none"> • Achieving personal learning intentions. • Increased socialisation and communication skills. • Increased wellbeing and engagement.
For all pupils requiring and/or benefiting from hydrotherapy to have increased and regular sessions in the hydrotherapy pool with trained staff.	<ul style="list-style-type: none"> • Increased muscle tone. • Increased mobility/movement. • Improved health. • Meeting targets identified in their PLIMS. • Improved communication/interaction.
Access to trained play therapists.	<ul style="list-style-type: none"> • A reduction in anxiety. • Increase in self-esteem. • Change in behaviour and improved relations with family and friends. • Improved understanding from staff regarding the importance of play in a child's overall development.
Forest School sessions.	<ul style="list-style-type: none"> • Greater engagement in learning. • Increase in children's self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills. • Improved emotional wellbeing.

	<ul style="list-style-type: none"> • Improved communication skills. • Improved peer interactions
<p>Increased parental engagement in the school plus access to support – both in-school and external.</p> <p>Access to parent workshops</p>	<ul style="list-style-type: none"> • Increased confidence in the school (reduced anxiety regarding COVID). • 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.
<p>Pupils with low self-esteem have access to a variety of personalised initiatives so that achievement is in line with that of peers.</p>	<ul style="list-style-type: none"> • Pupils have 1-1 support to be emotionally ready to engage in learning.
<p>Play Leaders – Structure play and work with children to model and encourage play skills</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Improved social interaction. • Improved communication. • Improved holistic development. • Increased enjoyment. • Increased wellbeing. • Improved physical development and motor skills.

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: £165,340.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and HLTA / Behaviour Support Teacher	<p>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.</p> <p>Oral language involves expressive and receptive skills.</p> <p>Expressive language encompasses the words and actions used to convey meaning, including tone, volume, pauses and inflections.</p> <p>Receptive language is the understanding of language expressed by others. Expressive and receptive oral language are often referred to as 'speaking and listening'.</p> <p>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.</p>	<p>1, 3, 8,6 £88,212.35 (Teaching) £41,409.44 (HLTA AND Behaviour) Total = 129,621.79</p>
Play Leaders	<p>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.</p>	<p>3,6 £9,941</p>
Phonics Support	<p>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.</p>	<p>1,6 £25,058</p>
Behaviour Software	<p>A behaviour recording system provides numerous benefits by transforming subjective observations into objective, data-driven insights that help identify patterns, inform</p>	<p>4,6 £720</p>

	effective interventions, and improve overall well-being across the school.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2,426.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music	<p>Music sessions benefit children with communication difficulties by improving articulation, expanding vocabulary, enhancing listening skills, and providing a non-verbal outlet for self-expression.</p> <p>Improves articulation and pronunciation: Singing, repeating phrases, and working with rhythms help children practice sounds and words, which improves speech clarity.</p> <p>Expands vocabulary: Songs can introduce new words in a memorable, contextualized way.</p> <p>Aids in memory: The patterns and rhythms in music help with the memorization of words, sequences, and instructions.</p> <p>Develops pitch and intonation: Music helps children understand the accent and pitch of words, improving their ability to match pitch and structure sentences.</p>	<p>1</p> <p>£1,426.21</p>
Psychological Assessment/Input	<p>Educational psychology assessments evaluate a student's learning, cognitive, social, emotional, and behavioural needs to provide tailored recommendations for improving school performance. These assessments help identify learning difficulties, inform the development of</p>	<p>3,4,6</p> <p>£1,000</p>

	effective teaching strategies, and support students who are struggling by providing targeted interventions and support plans.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64,590.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional supported Hydrotherapy sessions	<p>The warmth of the water has an effect on muscle tone.</p> <p>floating in the water assists in the movement of joints</p> <p>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.</p> <p>Opportunities for communication/interaction between adult and child.</p>	<p>5</p> <p>£25,728</p>
Family Support – Provided by Family Liaison Officer (60% of wage)	<p>Identify appropriate community resources for families</p> <p>Improved communication between parents and school</p> <p>Provide appropriate training for parents, e.g. Mental Capacity Act training.</p>	<p>7</p> <p>£20,828.28</p>
Access to after-school clubs and wrap around care	<p>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.</p> <p>They defined disadvantaged children as those whose family income was below the poverty line - that is below 60% of the average household income.</p> <p>The study, funded by the Nuffield Foundation, found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources.</p>	<p>1, 2, 5, 7, 9</p> <p>£6,168</p>

	<p>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.</p> <p>89% of schools stated that the main advantage of offering wraparound provision is that it facilitates working parents.</p> <p>https://www.employersforchildcare.org/app/uploads/2016/10/Wraparound-Childcare-in-Primary-Schools-Report.pdf</p>	
Bus Escort	<p>Driver/Escort to allow participation in after school, club weekly for targeted students. Access to after-school clubs is positively linked to academic achievement, with research showing participants often have higher grades, improved attendance, and better social skills. These clubs provide benefits like academic support, increased motivation, and better time management, which can help close the achievement gap, especially for disadvantaged students.</p>	<p>2, 3, 6 £1,981</p>
Horse Riding	<p>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</p>	<p>1,5,6 £1,800</p>
Resources	<p>Resources include sensory devices/toys games, etc. Sensory toys can increase pupil engagement by improving focus, attention, and self-regulation, especially for students with sensory processing differences like ADHD or autism. By providing a quiet, tactile outlet for restless energy, these toys can help students stay on task and reduce anxiety, leading to better participation and improved social skills.</p>	<p>1, 3, 6 £2,359.53</p>
Counselling	<p>Counselling improves children's educational achievement by addressing mental health issues that impede learning, providing academic and career guidance, and</p>	<p>6 £3,146</p>

	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.	
Translator	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.	3, 7, 9 £2,579.70

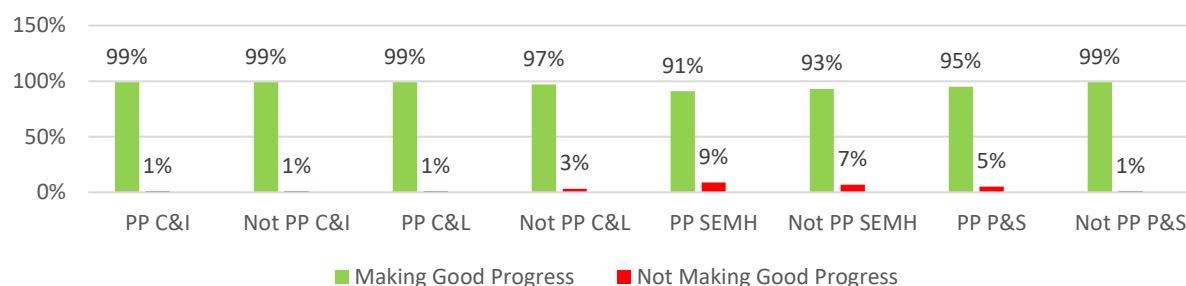
Total budgeted cost: £232,357.51

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School Context								
Whole School 273 Pupils	Communication & Interaction		Cognition & Learning		Social Emotional & Mental Health		Physical & Sensory Development	
Number of Pupils	Y	N	Y	N	Y	N	Y	N
	271	2	267	6	251	22	265	8
% Pupils	Y	N	Y	N	Y	N	y	N
	99%	1%	98%	2%	92%	8%	97%	3%
Pupil Premium (PP) Comparison of Progress – Whole School 2024-25								
Pupil Premium PP = 120 pupils (44%) Not PP = 153 pupils (66%)	Communication & Interaction		Cognition & Learning		Social Emotional & Mental Health		Physical & Sensory Development	
PP %	Y	N	Y	N	Y	N	Y	N
	99%	1%	99%	1%	91%	9%	95%	5%
Not PP%	Y	N	Y	N	Y	N	y	N
	99%	1%	97%	3%	93%	7%	99%	1%

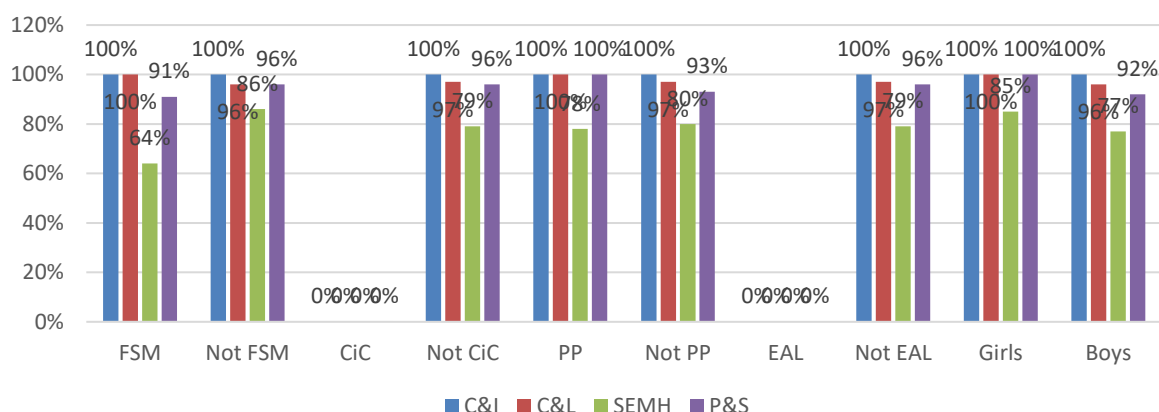
Pupil Premium (PP) Comparison of Progress - Whole School 2024-25



Foundation Pathway Achievement and Progress 2024-2025

- The majority of pupils are making good progress in all areas of need; More pupils made good progress in each area of need, compared with last year (2023-24).
- 100% of pupils made good progress with communication.
- Social, emotional and mental health (SEMH), continues to be the area of need with the greatest number of pupils (21%) making less than good progress – as in 2023-24 this reflects the whole school picture – however the percentage of pupils making good progress in this area has increased by 19%. The Pathway Lead will agree strategies to support all pupils making less than good progress in term 1 202
- Vulnerable groups are making similar progress to their peers.

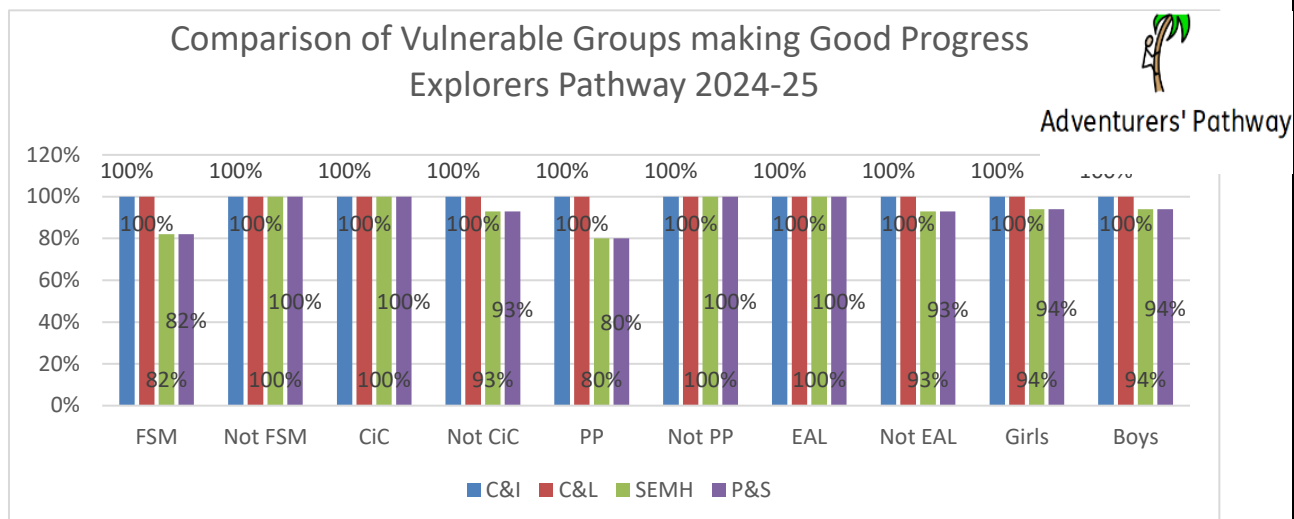
Comparison of Vulnerable Groups making Good Progress - Foundation Pathway 2024-25



Explorers Pathway Achievement and Progress 2024 – 2025

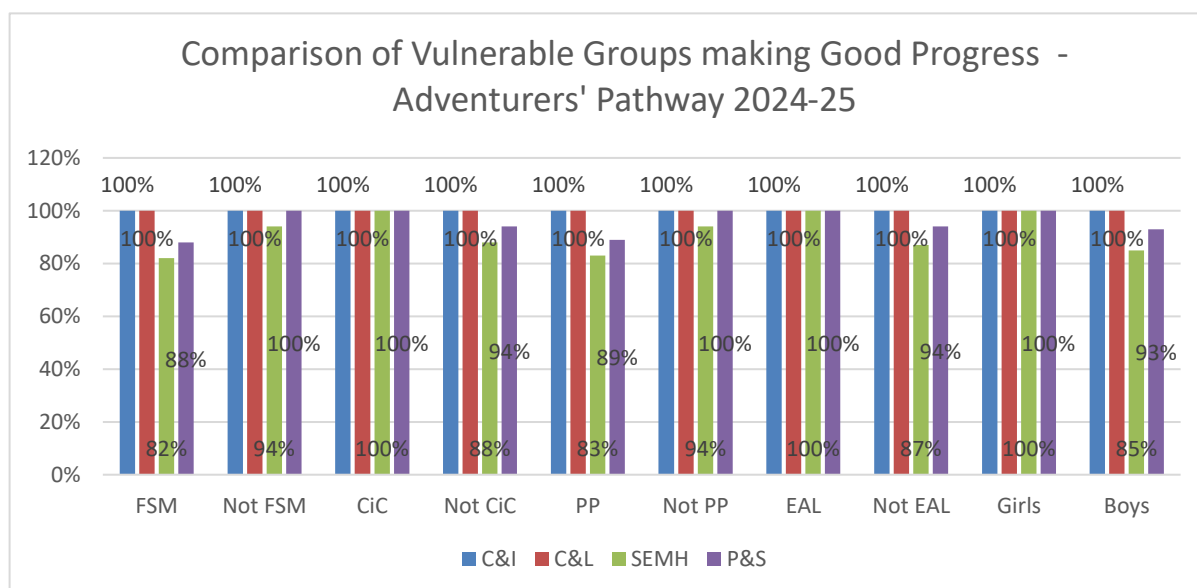
- Most Explorers pupils are making good progress in all areas of need;
- 100% of Explorers pupils made good progress in C&I and C&L; 94% of pupils made good progress in SEMH and P&S
- More pupils made good progress in all areas of need than last year (2023-24), with an increase of 10% making good progress with SEMH

- Pupils within vulnerable groups are making similar progress to their peers



Adventurers Achievement and Progress 2024-2025

- Most Adventurers pupils are making good progress; 83% of Adventurers pupils made good progress in C&I; 87% made good progress in C&L; 87% of pupils made good progress in P&S and 80% of pupils made good progress with SEMH.
- Pupils within vulnerable groups are making similar progress to their peers
- The Pathway Lead should identify pupils who made less than good progress in any area of need and guide the teacher to create strategies to enable good progress in 2025-26.

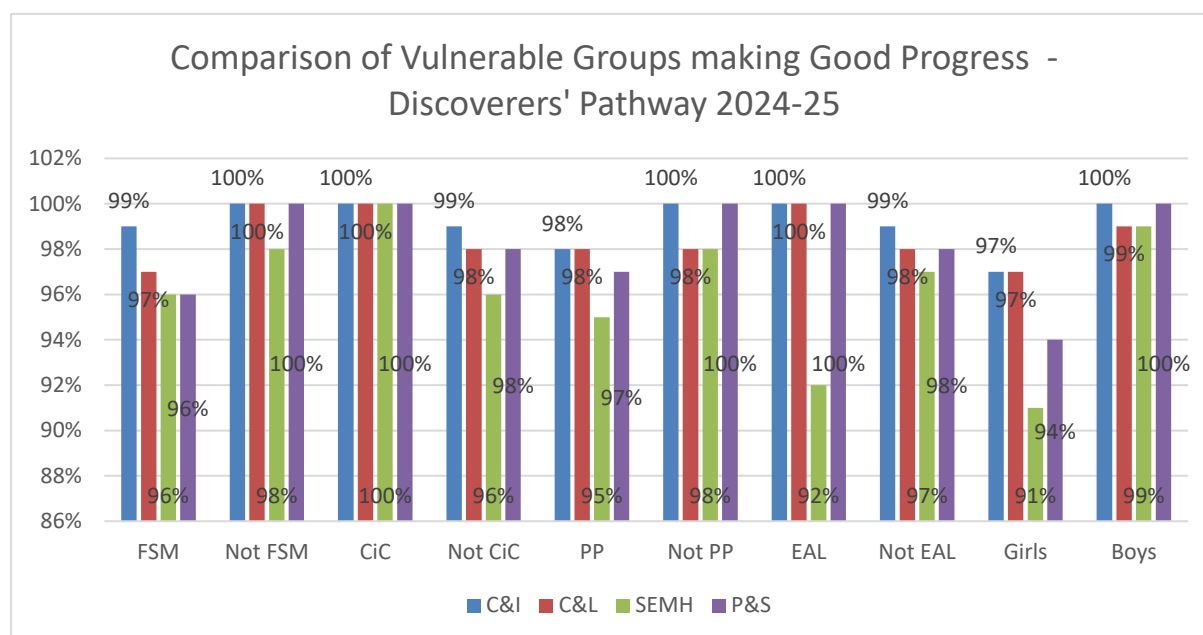


Discoverers Pathway Achievement and Progress 2024-25

- Most Discoverers pupils are making good progress; 91% of Discoverers pupils made good progress in C&I; 91% made good progress in C&L; 87% of pupils made good progress in P&S and 84% of pupils made good progress with SEMH.

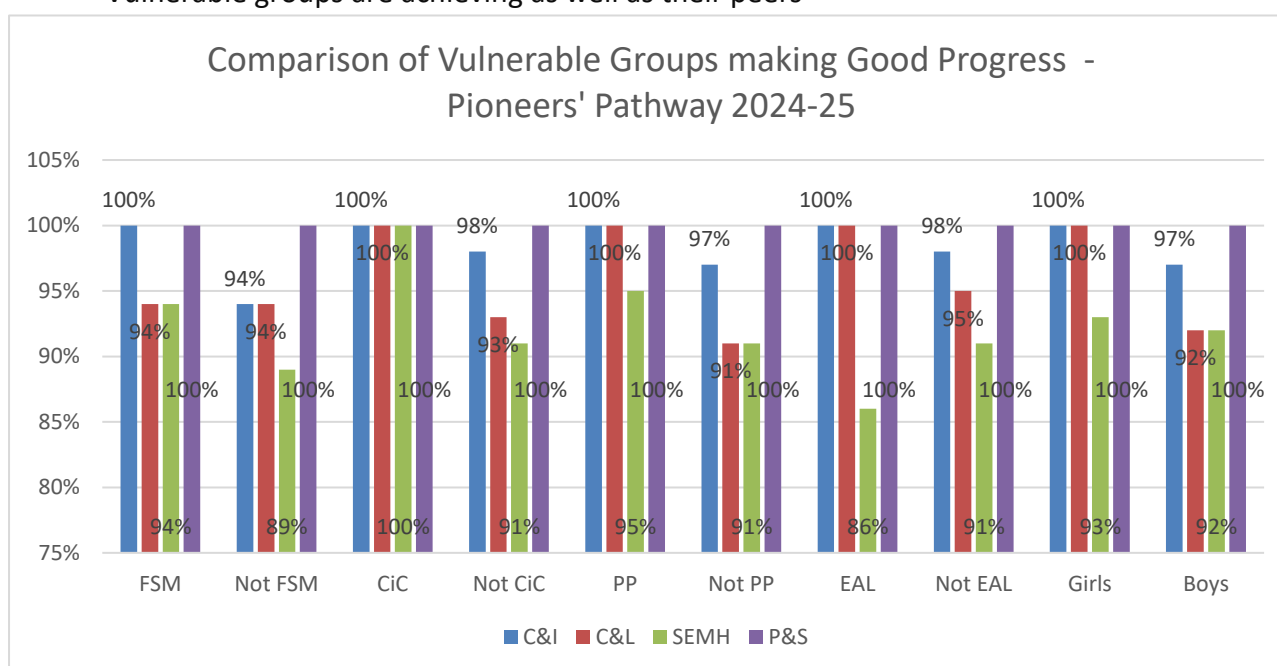


- Pupils within vulnerable groups are making similar progress to their peers



Pioneers Pathway Achievement and Progress 2024-2025

- 98% of pupils made good progress with Communication & Interaction; 94% of pupils made good progress with Cognition & Learning; 94% of pupils made good progress with Social Emotional & Mental Health; 100% of pupils made good progress with Physical & Sensory Development
- All pupils met or exceeded end of year targets in English, PE, science, DT, music and culture
- 20% of pupils exceeded their end of year target in English and 18% exceeded their target in maths
- 94% of pupils made good progress with Social Emotional & Mental Health (SEMH) compared with 72% last year.
- Vulnerable groups are achieving as well as their peers



Headlines:

- More pupils making good progress in all areas of need compared with last year.
- 15% more pupils made good progress with SEMH than last year.

2022/23 – 2024/25 Strategy Outcomes:

2024/25 Achievement and Progress Data showed that:

- 6 Students gained Entry Level 2 certificate in English and Maths
- 100% of Foundation Explorers and Adventurers Pathways making good progress with Communication
- 99% of pupils making good progress with Communication & Interaction
- 8 students gained AQA Awards in Reading for Pleasure

Foreland Fields Attendance Summary 2024-25

Current academic year up to Tuesday 22 July 2025

Number of pupils		Overall attendance %		Overall absence %		Unauthorised absence %	
314		88.4%		11.6%		3.3%	
Persistently absent				Severely absent			
Number of persistently absent pupils		Percentage of persistently absent pupils		Number of severely absent pupils		Percentage of severely absent pupils	
96		30.6%		12		3.8%	

BPM Newsletter Summer term 2025

SCHOOL ABSENCE REPORT (WONDE DATA)

Reporting period: 30 May 2025

Special

Aggregation		Number of Pupils	Overall Absence	Authorised	Unauthorised	Persistent Absence	Severe Absence
District	Ashford	482	18.7	15.5	3.3	43.6	14.3
	Canterbury	443	14.5	11.1	3.4	41.5	7.0
	Dartford	171	27.2	21.4	5.8	56.7	24.6
	Dover	229	25.1	20.1	5.1	66.4	17.0
	Folkestone and Hythe	354	8.5	6.7	1.8	28.0	1.4
	Gravesham	214	10.0	8.2	1.9	32.7	1.9
	Maidstone	1,279	13.4	10.2	3.2	35.7	6.6
	Sevenoaks	384	11.1	9.5	1.6	36.5	2.9
	Swale	504	11.6	8.6	3.1	35.7	3.6
	Thanet	650	13.8	10.3	3.5	36.5	6.8
	Tonbridge and Malling	383	12.9	9.5	3.4	35.0	6.5
	Tunbridge Wells	481	15.4	13.1	2.4	39.5	8.9
Academy		765	12.0	9.0	3.0	32.2	5.8
LA Maintained		4,809	14.6	11.5	3.1	39.6	7.7
Kent		5,574	14.2	11.1	3.1	38.6	7.4
National		-	12.9	9.6	3.2	-	-

Our attendance data for 2024/25 showed that the school has a lower percentage of persistent absence (30.6%) when compared with both Thanet (36.5%) and Kent data (38.6%) (Wonde Summer Term 2025).

Our attendance data for 2024/25 showed that the school has a lower percentage of overall absence (11.6%) when compared with Thanet (13.8%), Kent (14.2%) and National (12.9%) data (Wonde Summer Term 2025).

Our attendance data for 2024/25 showed that the school has a lower percentage of unauthorised absence (3.3%) when compared with Thanet (3.5%) data (Wonde Summer Term 2025).

99% of students from across the school made good progress in communication and Interaction in the 2024/25 Achievement and Progress data.

Whole School 273 Pupils	Communication & Interaction		Cognition & Learning		Social Emotional & Mental Health		Physical & Sensory Development	
Number of Pupils	Y	N	Y	N	Y	N	Y	N
	271	2	267	6	251	22	265	8
% Pupils	Y	N	Y	N	Y	N	y	N

	99%	1%	98%	2%	92%	8%	97%	3%
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Explorers' Pathway Achievement and Progress Data 2024-25

Pupils and students are not engaged in subject specific study and all KS2 pupils use the Engagement Model for statutory assessment. Judgements of progress are ipsative and the adults around the child use a range of indicators including therapy goals, MOVE goals, personal learning intentions, video and photographic evidence to agree whether a child is making good progress, or less than good progress in the four areas of need identified in their EHCP.

Comparison Of Good Progress in Explorers Pathway between 2023-24 and 2024-25

There was a 7% increase in students making progress in physical and sensory between 2023/24 and 2024/25

	C&I	C&L	SEMH	P&S
% of pupils making good progress 2023-24	94%	94%	84%	87%
% of pupils making good progress 2024-25	100%	100%	94%	94%
% change	+6%	+6%	+10%	+7%

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
None	

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 295 pupils on roll from Year R to 14 (October 2025). 60% of pupils on roll have ASD (Autism Spectrum Disorder) as their primary need, 1.5% Moderate Learning Difficulties (MLD), 4% Physical Difficulty (PD), 14% Profound and Multiple Learning Difficulties (PMLD), 9% Speech Learning and Communication Needs (SLCN), 11% Severe Learning Difficulties (SLD), 0.5% Sensory and Physical / Hearing Impairment (S&P/HI).

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' is supported through the Equals Informal (for pupils with complex learning disabilities) and Semi-formal Curricula. 14% of pupils are on the Foundation Pathway.
- Pupils with Profound and Multiple Learning Difficulties follow the Explorers Pathway, a pre-formal therapy-based curriculum that focuses on eliciting responses, health and well-being, postural management and mobility. Currently 16% of pupils/students are following the Explorers Pathway.
- Pupils with Severe Learning Difficulties follow the Discoverers Pathway – a semi-formal, developmental, skills-based curriculum focusing on communication, early cognitive skills, relationships, independence and physical development. Currently 44% of pupils/students are following this pathway.
- Pupils with more moderate learning difficulties 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 difficulties who are working at around P4/P5 follow the Adventurers Pathway – an informal curriculum focusing on communication, relationships, self-regulation and independence. Currently 12% 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.
4	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.
5	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.
6	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.
7	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.
8	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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Improved social interaction. • Improved communication. • Improved holistic development. • Increased enjoyment.

<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Increased wellbeing. • Improved physical development and motor skills.
<p>For all pupils requiring and/or benefiting from hydrotherapy to have increased and regular sessions in the hydrotherapy pool with trained staff.</p>	<ul style="list-style-type: none"> • Increased muscle tone. • Increased mobility/movement. • Improved health. • Meeting targets identified in their PLIMS. • Improved communication/interaction.
<p>Access to 1:1 targeted support in in the core areas of reading, writing and spoken language.</p>	<ul style="list-style-type: none"> • 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.