

Pupil Premium Strategy Statement Sept 2026 to August 2027

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

This statement outlines;

- our pupil premium strategy,
- how we intend to spend the funding in this academic year and
- the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queen's Croft High School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils (pupil premium plus students have not been included here)	50%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	Jan 2027
Statement authorised by	Letitia Carter / Sam Wood
Pupil premium lead	Rachel Bird
Governor / Trustee lead	Edda Harrison

School context

Queen's Croft is a special school for pupils aged 11 to 19 that serves the areas of Lichfield, Tamworth, Cannock, and Burton. Due to our central location, pupils are also placed with us from outer areas including Birmingham, Walsall, Wolverhampton, Derby, and Warwickshire.

We are commissioned for 200 pupils (175 in Key Stages 3 and 4, and 25 in Post 16) but currently have 204 on roll, of whom 33 are in Post 16. All pupils have an Education, Health and Care plan (EHCP). The primary areas of need are cognition and learning, and

communication and interaction. Pupils have other associated needs including visual impairment, hearing impairment, anxiety, social, emotional and mental health (SEMH) needs, and physical and sensory needs.

Pupil characteristics as of 1 October 2026

Detail	Data
Pupils on roll	204
Post 16 pupils on roll (included in the total above)	33
Male pupils	136 (67%)
Female pupils	68 (33%)
Pupils eligible for free school meals (FSM)	128
Pupils eligible for pupil premium (PP), not including PP+	101
Looked after children (LAC), pupil premium plus	8
Previously looked after children (post-LAC), pupil premium plus	19

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 25,000
Total budget for this academic year	£105,000

Part A: Pupil premium strategy plan

Statement of intent

At Queen's Croft School, our aim is to use pupil premium funding to secure and sustain improved outcomes for all our pupils, with a particular focus on those who face additional disadvantage. As a specialist setting, all our pupils have identified special educational needs and disabilities (SEND), and many experience complex barriers to learning. We recognise that pupils eligible for pupil premium funding may face further challenges, and we are committed to using this funding to reduce gaps in attainment, engagement, and long-term opportunities.

Pupil premium (PP) is allocated to pupils who are eligible for free school meals (FSM), or who have been eligible in the past six years. Pupils with parents in the Armed Forces receive Service Premium. Pupil premium plus (PP+) is allocated to pupils who are looked after (LAC) or previously looked after (post-LAC). Our Designated Teacher for LAC and post-LAC pupils is Ms Rachel Bird, who works closely with Virtual Schools and reports regularly to governors on the impact of PP+ spending.

Our strategy is rooted in the belief that high-quality teaching is the most effective way to improve outcomes for all pupils. We ensure that all pupils have access to a broad, balanced, and ambitious curriculum, personalised to meet their individual needs. This includes careful assessment of starting points, strengths, and barriers to learning, with high expectations for progress across all areas of development.

In line with DfE guidance, we adopt a tiered approach to pupil premium spending, which includes:

- High-quality teaching: Supporting staff development and curriculum accessibility.
- Targeted academic support: Delivering interventions based on individual needs and data.
- Wider strategies: Addressing social, emotional, and mental health (SEMH) needs, and supporting families.

We recognise that emotional wellbeing and family context are critical to learning, particularly in a specialist setting. Our Inclusion Team plays a key role in coordinating support, liaising with external agencies (e.g. CAMHS, occupational therapy), and ensuring that pupils' holistic needs are met.

We also understand that disadvantage can affect pupils' access to enrichment, social opportunities, and future pathways. We monitor these influences on an individual basis and avoid assumptions about any group. Our interventions are designed to be inclusive and impactful for all pupils, with pupil premium funding used to enhance provision where it is most needed.

The majority of our pupil premium funding is invested in developing and sustaining school-based interventions, delivered by skilled staff in and beyond the classroom. These include therapeutic support, communication interventions, and SEMH programmes tailored to individual needs.

We evaluate the impact of our strategy through:

- Pupil progress data (academic and holistic)
- Behaviour and attendance tracking
- Pupil and parent voice
- Case studies and qualitative feedback
- Regular reporting to governors

Our commitment is to ensure that pupil premium funding makes a measurable difference to the lives of our pupils, enabling them to achieve their potential and prepare for meaningful adult lives.

Challenges

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

Challenge number	Detail of challenge
1	Key Stage 3 has the highest proportion of pupils eligible for pupil premium (59%, compared with 53% in Key Stage 4 and 27% in Key Stage 5), and more families are receiving support from outside professionals, meaning that there is an increase in multi-agency working. There is growing concern with families around access to agencies, and a number of these families require additional support themselves.
2	There are significant numbers of our PP and PP+ students with an identified SEN of SEMH and increased sensory needs, this has identified a continuing training need for staff to support behaviour and mental health of students.
3	The cohort of pupils with communication difficulties is increasing and data shows that our lowest attaining pupils are struggling to access the curriculum due to these difficulties. A large proportion of this cohort is PP or PP+. In the Summer Term 2026, 82% of pupils in Key Stage 3, 72% in Key Stage 4, and 53% in Key Stage 5 were on or above their target in English, and our focus is on helping more pupils to work above target.
4	Our data shows that attendance for our disadvantaged pupils has improved over three years. Attendance for FSM6 pupils rose from 75.9% in 2022 to 2023 to 89.2% in 2024 to 2025, and in the Summer Term 2026 PP pupils attended at 90.02%, compared with 88.04% for non-disadvantaged pupils. However, whole school attendance (89.15%) is still below the national average for mainstream secondary schools (90.52%), persistent absence was 30.34% in the Summer Term 2026, and attendance is lower for pupils with a social worker (80.86%) and looked after children (87.57%). There is a continuing need to work with families to tackle attendance issues for our disadvantaged pupils. Our assessments and data show a rising number of pupils struggling to engage in the main school curriculum slowing rates of progression. In the Summer Term 2026, the proportion of pupils working at Emerging was highest on the Explore pathway in every subject in Key Stages 3 and 4. There is a growing need to put more bespoke strategies in to place to meet the individuals of these pupils where a significant portion of them are PP and PP+.
5	Our assessment and behaviour data shows difficulty with engagement in learning in Key Stage 4, with increased anxiety, mental health, and self-esteem issues. In the Summer Term 2026, PP pupils in Key Stage 4 were less likely than non PP pupils to be on or above target in every subject, with the largest gaps in Science and Computing (18 points each) and Maths (8 points). Attendance in Year 10 (87.71%) and Year 11 (83.83% in Summer 1) was also lower than in Year 9 (94.35%). There is a growing need to identify pupils who require bespoke strategies in place to meet their needs, and a significant portion of them are PP and PP+.
6	Through liaison with families and outside agencies it has been highlighted that home issues are impacting on the SEMH and progress towards outcomes for our pupils. Pupils with a social worker attended at 80.86% in the Summer Term 2026, compared with 89.15% across the school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Establishing and embedding a dedicated Inclusion Team, and a clear, tiered whole-school attendance strategy led by the School Liaison Officer, to strengthen family support and remove barriers to attendance and learning for disadvantaged pupils.	<i>Increased parental engagement, measured through attendance at meetings, workshops, and feedback surveys.</i> <i>A tiered attendance strategy is understood by all staff, and expectations are clearly communicated to parents and carers.</i> <i>Improved attendance and punctuality among pupil premium students, with attendance monitored rigorously and timely interventions leading to reduced persistent absence.</i> <i>Pupils who are medically unfit for school or experiencing emotionally based school avoidance have support and reintegration plans that are reviewed regularly with parents, the local authority, and other professionals.</i> <i>Reduction in behavioural incidents and increased emotional wellbeing, tracked via pastoral records and pupil voice.</i> <i>Enhanced access to learning through bespoke interventions and support plans coordinated by the Inclusion Team.</i> <i>Evidence of improved attainment and progress for disadvantaged pupils in core subjects.</i>
To embed robust data systems that monitor and evaluate the effectiveness of the pupil premium strategy and Inclusion Team interventions on pupil premium students' academic progress, behavioural development, attendance, and holistic wellbeing.	<i>A clear review schedule and report template is in place, so that leaders and governors review the strategy regularly and adjust it quickly where evidence shows an approach isn't having the intended impact.</i> <i>Share anonymised impact data with governors and stakeholders to demonstrate value and guide future strategy.</i> <i>Clear evidence of the attainment and progress of disadvantaged pupils from</i>

	<i>their individual starting points, with any gaps identified early and closing over time.</i> <i>Middle leaders use data to monitor disadvantaged pupils and those known to children's social care, so that barriers to learning are identified and addressed swiftly.</i> <i>A whole-school system tracks progress against Personal Education Plan (PEP) targets for looked after and previously looked after children, with termly summaries shared with the Senior Leadership Team.</i> <i>Reduction in behavioural incidents and improved engagement in learning, with positive trends in wellbeing scores and pupil voice feedback, and increased staff confidence in using data to inform inclusive practice.</i>
To build staff capacity across Queen's Croft School to effectively support pupils experiencing increasingly complex mental health difficulties and behaviour needs, and to strengthen family partnerships through the Inclusion Team.	<i>Provide ongoing CPD on trauma-informed practice, mental health first aid, and neurodiversity.</i> <i>Expand the PROACT team and CPD offer, including significant event reviews and a staff triage meeting, so that staff are confident in adapting behaviour approaches for pupils with complex needs.</i> <i>Embed reflective supervision and peer support structures for staff working with high-needs pupils.</i> <i>Develop a mental health toolkit and referral pathways for staff to access timely support.</i> <i>Facilitate joint training sessions with external agencies (e.g., CAMHS, Educational Psychology).</i> <i>Strengthen the Inclusion Team's role in coordinating multi-agency support and family outreach.</i>
To increase staff capacity and confidence in using a range of communication strategies that support pupils with speech, language, and communication needs (SLCN), through a consistent whole-school communication standard, ensuring	<i>Increased staff confidence and competence in using communication tools and techniques.</i> <i>Greater consistency in communication approaches across the school, with the</i>

high-quality teaching and equitable access to the curriculum.	<i>whole-school communication standard evident in learning walks and SALT audits.</i> <i>Teaching assistants are trained in communication strategies and AAC, informed by the 2025 to 2026 skills audit, and use them consistently in classrooms.</i> <i>Attention Autism approaches are embedded on the Explore pathway, with staff confidently delivering the planned stages.</i> <i>Improved pupil engagement and participation in lessons.</i> <i>Evidence of progress in communication related EHCP targets.</i> <i>Positive feedback from pupils and families on communication support.</i>
To ensure that the curriculum remains accessible, personalised, and ambitious for all learners, particularly those with complex needs, through regular review and middle leader support using data-informed strategies.	<i>Evidence of curriculum adaptations that improve access and engagement for pupils with complex needs.</i> <i>Increased use of data to inform teaching and intervention planning.</i> <i>Subject leaders use a clear flight path for their curriculum areas to show whether pupils' attainment is on track.</i> <i>Improved pupil outcomes in targeted areas (academic, communication, independence).</i> <i>Stronger middle leadership capacity in driving inclusive teaching and learning.</i> <i>Positive feedback from pupils, families, and staff on curriculum relevance and accessibility.</i>
Develop and embed a whole-school approach to mental health and wellbeing by enhancing the universal offer and building capacity within in-house services. This will ensure that all pupils, including those eligible for pupil premium, have access to consistent, proactive, and personalised support that enables them to thrive emotionally, socially, and academically.	<i>Clear documentation and staff understanding of the universal offer.</i> <i>Increased access to in-house SEMH interventions and positive impact on pupil wellbeing.</i> <i>Pastoral records are accurate and consistent, and interventions are monitored and evaluated for impact on wellbeing, attendance, behaviour, and engagement.</i>

	<i>Reduction in behaviour incidents and improved emotional regulation.</i> <i>Positive feedback from pupils and families on wellbeing support.</i> <i>Evidence of improved engagement and progress for pupils receiving SEMH interventions.</i>
To ensure that pupils, including those eligible for pupil premium, are taught reading through a rigorous, sequenced approach across all subjects and key stages, so that they develop fluency, confidence, and enjoyment in reading.	<i>A clear, progressive reading and phonics programme is implemented consistently across all subjects, key stages, and the sixth form.</i> <i>Reading fluency improves across year groups, shown through assessment outcomes, lesson observations, and pupil voice.</i> <i>Pupils show increased confidence and engagement in reading, with positive feedback gathered through surveys, discussions, and learning walks.</i> <i>Reading for pleasure is promoted across the school, including through the library.</i> <i>Parents and carers are given practical strategies to support reading at home, and more pupils access online phonics books and reading resources at home.</i>
To ensure that disadvantaged pupils, and those known to children's social care, access and benefit fully from the personal development programme, including careers encounters and work experience, with outcomes and experiences that match those of their peers.	<i>Pupil premium pupils access the full personal development offer, with participation and engagement monitored routinely.</i> <i>Compass+ data is used to identify gaps in careers participation, and careers encounters, workplace experiences, and employer engagements are equitable across pupil groups.</i> <i>Any barriers to participation are identified and addressed.</i> <i>Pupil voice and case studies show that disadvantaged pupils experience personal development opportunities comparable to their peers.</i> <i>Post-16 adaptations for disadvantaged students are matched to individual need and enable them to achieve well.</i>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 16k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a Speech and Language Therapist (SALT) one day a week and the appointment of a communication team, including 5 x TA and 1x HLTA (2 days), to deliver a consistent whole-school communication standard, with SALT-informed strategies used across all subjects. (TA's) £600 x 5 (HLTA) £3500 SALT (Shared cost) £12000	Use of speech and language to support pupils (links to research are embedded in the text) The use of speech and language to support pupils is a critical aspect of education, especially for those with speech, language, and communication needs (SLCN). Research indicates that effective communication skills are fundamental to learning and can significantly impact a child's ability to acquire literacy, numeracy, and other academic skills. Early Intervention: Identifying and supporting children with SLCN at the earliest opportunity is crucial for their development. Early intervention can lead to better outcomes and reduce the need for more intensive support later on. Oral Language Interventions: These interventions focus on enhancing spoken language and verbal interaction, which are essential for learning. They can include dialogue, questioning, and structuring classroom talk to maximize learning. Tiered Support Model: A tiered model of support is often recommended, where all students receive evidence-based classroom	

	instruction, and those who struggle are provided with more intensive instruction as needed. <u>Collaborative Practices:</u> Collaborative practices between families, schools, and healthcare providers are essential for effective support. Clear role definitions and ongoing professional development are key to ensuring that all children with SLCN receive the appropriate support. <u>Research Evidence:</u> The Better Communication Research Programme, led by the University of Warwick, provides extensive evidence on what works in identifying and supporting children with SLCN. It highlights the importance of appropriate support for language skills in classrooms to minimize disadvantage and raise attainments. These approaches and research findings underscore the importance of integrating speech and language support into educational practices to enhance the learning experience for all pupils, particularly those with SLCN.	
CPD for teaching staff on adaptive teaching strategies including communication, and a TA development programme based on the 2025 to 2026 skills audit (communication and AAC, behaviour and regulation, and curriculum support) £1000	Adaptive teaching strategies were successful in core subjects (English, Maths, and Science); teachers felt more confident in core subjects than in foundation subjects. Regarding children identified as having SEND, differentiation and adaptation of task design are necessary to promote a level of independence, enabling children to experience success at their level. Additional scaffolds can be used to support children with SEND needs, as well as additional teacher modelling and repetition of concepts. How does quality-first and adaptive teaching impact our children with additional needs?	

	Adaptive teaching Adaptive teaching, as defined by Van Geel et al. (2019), centres on the actual adaptation of teaching to the thoroughly identified needs of all students. This highlights a major distinction: the emphasis on responsiveness and real-time adjustments based on students' demonstrated understanding and engagement. Adaptive teaching involves continuous monitoring of student progress during teaching, allowing teachers to make informed decisions while teaching, adapting their methods, resources and activities to meet individual student needs as they arise. This approach aligns with Parsons et al.'s (2018) observation that effective teachers make adaptations at different points in time in the teaching process. Rather than relying solely on predetermined plans, adaptive teaching embraces flexibility and recognises the dynamic nature of learning. Moreover, effective adaptive teaching considers the quality of adaptations made, ensuring that the chosen teaching approaches, content and materials appropriately address individual needs and support progress towards learning goals. Research evidence suggests that adaptive teaching has positive effects on both academic achievement and non-academic outcomes (Parsons et al., 2018). Studies have found benefits across multiple subject areas, including literacy, mathematics, science and social studies. One study found that teachers' adaptive teaching competency influenced student achievement through improved quality of instruction (Brühwiler and Blatchford, 2011). EEF guidance on making best use of teaching assistants highlights the importance of training and preparing TAs well for their role, so that they support pupils to become independent learners and use structured, evidence-informed approaches. The shift to adaptive teaching: A research-informed guide : My College	
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Appointment of a phonics facilitator (Level 3 TA) to support a rigorous, sequenced reading and phonics programme across the school, including promoting reading at home. £1200	Current Research: Building on Solid Foundations Recent research in 2025 continues to support the core findings of the National Reading Panel while expanding our understanding of effective literacy instruction. Multiple large-scale studies and meta-analyses conducted since 2020 have reaffirmed that systematic phonics instruction remains a crucial component of effective reading programs. A comprehensive review published in early 2025 emphasized that while phonics grabs significant attention in literacy discussions, it must be understood within the broader context of reading comprehension. Researchers at NWEA confirmed that systematic phonics instruction is effective for improving long-term reading comprehension, though with the important understanding that phonics instruction should not occur in isolation but as part of a comprehensive literacy program. Contemporary research has also validated specific approaches within phonics instruction. Studies continue to show that synthetic phonics—teaching students to convert individual letters into sounds and blend them to form words—produces particularly strong results for children with learning disabilities and low achievers when combined with systematic instruction. The Science of Reading Movement: Beyond Just Phonics One of the most significant developments in 2025 has been the evolution of the “science of reading” movement. While this term has often been used synonymously with phonics instruction, leading researchers and organizations like The Reading League are working to broaden this understanding. Maria Murray, founder and CEO of The Reading League, noted at their 2025 summit that the idea that science in reading instruction only supports phonics has been “hard to dislodge.” Current research emphasizes that while systematic	
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	phonics instruction remains essential, effective reading instruction must also include: Language Comprehension Development: Students need explicit instruction in syntactic processing and language structures common in written text. Research indicates that syntactic processing difficulties are just as prevalent as word-recognition problems among students. Many children struggle with understanding language structures and grammar patterns in text, highlighting the need for explicit instruction in these areas alongside phonics. Knowledge Building: Building strong content knowledge across subjects like social studies and science has become widely recognized as a key component of effective reading instruction. When literacy programs incorporate rich, structured learning about the world, students develop broader vocabulary, deeper background knowledge, and stronger comprehension skills. This approach acknowledges that reading ability depends not just on decoding skills but also on students' understanding of the subjects they're reading about. Cultural and Social Factors: Contemporary research increasingly recognizes the importance of culturally sustaining approaches to literacy instruction that honor students' diverse linguistic and cultural backgrounds while maintaining rigorous phonics instruction. Phonics EEF Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost approximately £18300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expand the capacity of teaching staff within year 11 to provide targeted support. <i>½ day of AHT time to co-teach Aspire & PHSE in year 11, to help improve engagement, aspiration and achievement.</i> £6000 <i>1:1 tutor in school to support year 11 pupils</i> £6000	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Targeted academic support EEF SEN support: Case studies from schools and colleges	
Small group/1:1 sessions supporting students' emotional regulation, including Zones of Regulation, linked to the PROACT team and tiered behaviour provision, and increased resources. <i>½ day per week with HLTA</i> £4000 <i>£300 per year group for yearly resources.</i>	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. Programmes involving teaching assistants or volunteers can have a valuable impact, but may be	

	less effective than those using experienced and specifically trained teachers. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable. One to one tuition EEF Providing effective support and high quality interventions for pupils with SEN (special educational needs and disabilities) can be challenging. However, research shows that evidence-based interventions tailored to pupils' specific needs and implemented with fidelity can narrow the achievement gap. The following principles and interventions represent best practices for supporting pupils with SEND and promoting inclusion. High Quality Interventions for Pupils with SEN in the Classroom	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost approximately £48k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expanding the capacity of Interventions which support pupils well-being and remove barriers to learning, with interventions recorded, monitored, and evaluated for impact. pupils well-being and remove barriers to learning. <i>ELSA x 4 periods</i> <i>Talk for drawing x 3 periods</i> <i>HLTAx4 periods</i> <i>ACE – online therapy</i> <i>1.5 days of capacity plus ACE</i> <i>£7000</i>	Overall, the results from the systematic review and meta-analysis are positive in that targeted interventions can raise educational outcomes among students with SEND by an average of five months of progress compared to those receiving teaching-as-usual or active control interventions. So, there is evidence that some interventions can be effective. Closing the SEND gap through targeted interventions: Findings from the MetaSENse study : My College ELSA-Research-Final-Report-2013-1.pdf Drawing and Talking helps teachers tackle children's mental health issues Primary Times	
Appointment of family liaison officer to support family engagement through parent workshops and individualised 1:1 support, and to support the	<i>"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes"</i>	

school's tiered attendance strategy. 2 days per week £18000	<i>"Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance"</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
Improved access to vocational learning and adaptive teaching through small group 1:1 provision (internal) and external agencies, ensuring disadvantaged pupils access careers encounters and work experience equitably. <i>MAMA afternoon per week group of up to 6. 18 pupils per year.</i> <i>Chris ½ day per week</i> <i>Nathan ½ day per week</i> £20,000	Vocational development clearly begins during childhood (Dorr & Lesser, 1980; Magnuson & Starr, 2000; Vondracek, 2001a). Rather than conceiving of it as a passive, quiescent period disconnected from the whole of life-span vocational development, childhood should be viewed as a period of active precursory engagement in the world-of-work to develop initial concern about the future, control over one's life, conceptions about career decision making, and confidence to make and implement career Child vocational development: A review and reconsideration - ScienceDirect	
Lego therapy training £2000 for 8 staff to be trained	The current research around for Lego Therapy interventions is limited as it is still a developing intervention. Studies have started to show a positive impact on children and further, in depth studies are planned. LEGO-Based Therapy (LBT) is a play-based social skills intervention which is being employed widely in schools across the UK to support autistic students' social and emotional wellbeing. Students have positive experiences with LEGO. CERJ_Vol11_109-128.pdf The usability of LEGO®-based therapy in different settings can be considered the strength of this approach, and the possibility of also involving typically developing peers and parents may represent a naturalistic learning and sharing opportunity for people with ASD Could You Give Me the Blue Brick? LEGO®-Based Therapy as a Social Development Program for Children with Autism Spectrum Disorder: A Systematic Review - PMC LEGO-based therapy is a promising intervention with an emerging evidence base for effectiveness Microsoft Word - LEGO therapy research Studies Report.docx	

Total budgeted cost: £80,300

Part B: Review of outcomes for academic year 2025/2026

Pupil characteristics 2025/2026 (Summer Term 2026 data)

	Key Stage 3 (Y7 to Y9)	Key Stage 4 (Y10 and Y11)	Key Stage 5 (Y12 to Y14)
Number of pupils	109	60	30
Number of PP pupils	64	32	8
% of PP pupils	59%	53%	27%

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year. The figures come from our Summer Term 2026 attendance and data reports.

Attendance review

Attendance and academic performance are closely related, and improving attendance for our disadvantaged pupils is one of the key challenges this strategy addresses. In the Summer Term 2026 reporting period (13 April to 17 July 2026):

- Whole school attendance was 89.15%. This is above the national average for special schools (86.33%) and just below the national average for mainstream secondary schools (90.52%). Attendance in 2024 to 2025 was 90.35%, and it was 90.62% in the previous reporting period.
- Persistent absence (attendance below 90%) was 30.34%, lower than the national figure for special schools (37.55%) and slightly higher than for mainstream schools (28.32%). It was 21.89% in the previous reporting period.
- Serious persistent absence (attendance below 50%) was 4.14%, down from 5.44% (10 pupils) in the previous reporting period.
- Pupil premium pupils attended at 90.02%, compared with 88.04% for non-disadvantaged pupils. Pupils eligible for free school meals attended at 87.98%, compared with 89.15% for pupils who aren't eligible.
- Looked after children attended at 87.57%, compared with 89.39% for other pupils, and children with a social worker attended at 80.86%.
- Girls attended at 87.00% and boys at 90.19%. Serious persistent absence was 6.38% for girls and 3.06% for boys.
- Attendance varied by year group: Year 7 89.57%, Year 8 84.85%, Year 9 94.35%, Year 10 87.71%, Year 12 91.32%, Year 13 77.93%, and Year 14 81.87%. Year 11 attendance was 83.83% in Summer 1 (it isn't statutory to report for Summer 2).
- No pupils were accessing alternative provision.

Over the last three full academic years, attendance for pupils who have been eligible for free school meals in the last six years (FSM6, our pupil premium group) has risen from 75.9% to 89.2%, which is above the mainstream national average for the same group (86.8%) in 2024 to 2025. Persistent absence for the same group has fallen from 60.9% to 30.0%, compared with 39.2% nationally. The tables below are from our Academy Health Check (June 2026).

Attendance over time

Group	2022 to 2023	2023 to 2024	2024 to 2025	2024 to 2025 national (mainstream)
All pupils	83.5%	87.7%	89.8%	91.6%
FSM6 (PP)	75.9%	84.7%	89.2%	86.8%
SEND	83.5%	87.8%	89.9%	86.1%

Persistent absence over time

Group	2022 to 2023	2023 to 2024	2024 to 2025	2024 to 2025 national (mainstream)
All pupils	44.0%	31.9%	28.3%	23.4%
FSM6 (PP)	60.9%	40.4%	30.0%	39.2%
SEND	43.6%	30.6%	28.5%	37.1%

Attendance continues to link closely with progress. Pupils with attendance below 85% had the lowest proportions on or above target in our data, for example 25% in Key Stage 3 English (8 pupils), 47% in Key Stage 4 PSHE (15 pupils), and 33% in Key Stage 5 English (6 pupils).

Suspensions and exclusions

Suspension rates at Queen's Croft have been well below the mainstream national averages for pupils eligible for free school meals in the last six years (FSM6, our pupil premium group) and for SEND pupils in every year shown. For FSM6 pupils, the suspension rate was 3.23% in 2022 to 2023 and 0.0% in both 2023 to 2024 and 2024 to 2025, compared with national rates of 15.16%, 16.57%, and 16.89%. In 2025 to 2026 it was 2.90% for FSM6 pupils and 1.52% for all pupils. There have been no exclusions of FSM6 pupils since 2023 to 2024, and none for any group in 2025 to 2026. The 2024 to 2025 figures cover two terms, and national figures for 2025 to 2026 aren't yet available. The tables below are from our Academy Health Check (June 2026).

Suspension rate (%)

Group	2022 to 2023	2023 to 2024	2024 to 2025 (two terms)	2025 to 2026	2024 to 2025 national (mainstream)
All pupils	2.94%	0.0%	0.0%	1.52%	7.61%
FSM6 (PP)	3.23%	0.0%	0.0%	2.90%	16.89%
SEND	2.94%	0.0%	0.0%	1.52%	18.14%

Number of exclusions

Group	2022 to 2023	2023 to 2024	2024 to 2025 (two terms)	2025 to 2026
All pupils	2	0	0	0
FSM6 (PP)	Not recorded	0	0	0
SEND	2	0	0	0

Attainment review

We assess progress three times a year (December, March, and June). The tables show the percentage of pupils who were on or above target (Developing or Secure) in the Summer Term 2026 assessment, for pupil premium (PP) and non pupil premium (non PP) pupils.

Key Stage 3: on or above target

Subject	Non PP (45 pupils)	PP (64 pupils)	PP compared with non PP
English	80%	83%	3 points higher
Maths	89%	94%	5 points higher
Science	80%	91%	11 points higher
PSHE	87%	89%	2 points higher
Computing	82%	86%	4 points higher

Key Stage 4: on or above target

Subject	Non PP (28 pupils)	PP (32 pupils)	PP compared with non PP
English	75%	69%	6 points lower
Maths	89%	81%	8 points lower
Science	96%	78%	18 points lower
PSHE	82%	75%	7 points lower
Computing	93%	75%	18 points lower

Key Stage 5: on or above target

Subject	Non PP (22 pupils)	PP (8 pupils)	PP compared with non PP
English	50%	63%	13 points higher
Maths	91%	75%	16 points lower
PSHE	86%	75%	11 points lower

What this tells us

- At Key Stage 3, PP pupils were on or above target at a higher rate than non PP pupils in all five subjects, with the largest differences in Science (11 points) and Maths (5 points).
- At Key Stage 4, PP pupils were behind non PP pupils in every subject. The gaps were largest in Science and Computing (18 points each), followed by Maths (8 points), PSHE (7 points), and English (6 points). This supports the targeted support planned for Year 11 and Key Stage 4 in this strategy.
- At Key Stage 5 there are only 8 PP pupils, so each pupil is worth about 12 percentage points and the figures should be read with care. PP pupils were behind in Maths (16 points) and PSHE (11 points) and ahead in English (13 points).
- English has the lowest proportion of pupils on or above target in every key stage (82% in Key Stage 3, 72% in Key Stage 4, and 53% in Key Stage 5), and almost all of the pupils on or above target are working at their target (Developing) rather than above it (Secure). This supports our focus on communication (challenge 3). Maths was 92% in Key Stage 3, 85% in Key Stage 4, and 87% in Key Stage 5.
- In Key Stages 3 and 4, the proportion of pupils working at Emerging was highest on the Explore pathway in every subject, which supports our focus on bespoke strategies for pupils who find it hardest to access the main curriculum (challenges 4 and 5).

Internal and External Programmes Accessed

Programme	Provider
Online Counselling	Mable Therapy
Occupational Therapist	Children's Choice Therapy
1:1 core subject tuition	Reflective School Support
Careers advice and advocacy	Calm Careers/Entrust
Dyslexia Assessment	Dyslexia Specialist Stoke
Zones of Regulation	Inclusion and Family Support Team
Social Skills	Family Liaison Officer (FLO)
Speech and Language Therapist	NHS
Work Experience	Local Companies
Vocational Support	Teacher Specialist
Physical Activity Interventions	WBA
Listening Service	Inclusion and Family Support Team
Mental Health Practitioner support	NHS
Home Visits and Welfare Checks	Inclusion and Family Support Team
MAMA	Music Lessons
Emotional Literacy	Online Safety
ELSA	Sensory Circuits
Lego Therapy	Draw and Talk

CCE/CSE	Attendance Support
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