

Pupil premium strategy statement – Duke of Lancaster

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	102
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	June 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Elizabeth Barneveld
Pupil premium lead	Elizabeth Barneveld
Governor / Trustee lead	Neil Kellett, Trustee lead for Safeguarding (inc. disadvantaged pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	37,280.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£37,200

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not the primary challenge our pupils face, we can see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Employability
- Social opportunities

At the core of Duke of Lancaster Academy approach is the creation of a nurturing and inspiring learning environment. We support our students to develop effective:

- Interaction skills
- Social skills
- Emotional regulation skills
- Academic skills
- To prepare them for adulthood.

Our high-quality, holistic education is centered on students' needs and outcomes, building their confidence and inspiring them to achieve success; through high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education guidance is available to all.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected. For many of our students the break in school attendance led to a significant challenge to return to a formal environment which is long-lasting in its impact.

Our strategy will be driven by the highly individual needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Through our highly adaptive curriculum and teaching approaches we still find that disadvantaged pupils generally have lower academic aspirations than their peers.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils often require additional support to develop personal skills, such as life skills linked to personal hygiene routines, awareness of clothing requirements and accessing support within their local community.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have fewer opportunities to experience broad enrichment, social activities and developing cultural capital outside of school.
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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
Improved attainment for disadvantaged pupils in all subjects, specifically targeted engagement activities that address their barriers to learning, through the support and intervention staff team.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2026/27. An increase in the percentage of disadvantaged pupils achieving accreditation in at least 5 subjects including English and Maths Outcomes, including those identified within the EHCP, show a reduction in the attainment gap between disadvantaged pupils and their peers.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Access to community based learning activities such as targeted local community activities, and group based

	<p>learning such as area improvement projects.</p> <p>Independently accessing school provision through ability to self-manage emotions and behaviours</p>
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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: **£15,941**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors appointed to provide support to engage with learning.	Attainment Data, attendance figures, ILP outcomes and accreditation achievements	1
CPD in Understanding Autism, SCERTS, Communication, Lego Therapy	Attainment Data, attendance figures, ILP outcomes and accreditation achievements	1, 2

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

Budgeted cost: **£13,691**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 support in lego therapy, sensory circuits, play therapy	<p>Research based provision to specifically impact the engagement in learning for children with communication and interaction needs.</p> <p>Research identifies that disadvantage impacts upon engagement in learning with students requiring high levels of 1:1 support</p>	1, 3

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

Budgeted cost: **£7,562**

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school clubs including canoeing. Forest Schools	EEF research demonstrating that widening social experiences impacts upon the ability to engage in learning activities in the classroom.	3
Travel Training	Research based provision used to increase student engagement post 16 and impacting upon NEET.	3

Total budgeted cost: £ 37,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The number of students at the school in year 11 taking national accreditation levels was below statistical analysis levels. What we can report is that over 66% of students achieved at least 1 accreditation before moving into further education.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrated that pupil's making progress against their ILP targets from their EHCP improved for children identifies as being supported through pupil premium.

Based on all the information above, the performance of our disadvantaged pupils met our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we needed to target CPD focused upon the understanding of the implications of communication and interaction needs, particularly around the support needed to self-manage emotions and engage in learning activities. As a result, we have reviewed our strategy plan and made changes to how we intended to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
Travel Training	Titan Training

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Due to the limited number of pupils that received Service Pupil Premium it is not appropriate to specify the use of the allocated funding but include it within the whole school

approach.
The impact of that spending on service pupil premium eligible pupils