

St. Joseph's Specialist Trust
Amlets Lane, Cranleigh
Surrey, GU6 7DH

Website: www.st-josephscranleigh.surrey.sch.uk

Pupil Premium Strategy Statement



Christ in our Lives
'No limits ... just possibilities'

Reviewed: September 2025
Cycle: Annual

WEBSITE POLICY

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | St Joseph's Specialist Trust |
| Number of pupils in school | students (9 Residential and 75 Day Students) |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/2025 to 2027/2028 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Simon Jaggard Head Teacher |
| Pupil premium lead | Deputy Headteacher |
| Governor / Trustee lead | Mrs Leonie Collingwood-Johnson |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £35.560 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ |

Part A: Pupil premium strategy plan

Statement of intent

St Joseph's Specialist Trust is a co-educational children's home and day school catering for pupils with a range of complex needs including Speech & Language difficulties, severe learning difficulties, social communication disorders and challenging behaviours.

All of our pupils have Education Health Care Plans and due to the complexity of their needs, it is not possible to identify the degree to which their achievement is affected by social background. Barriers to learning are primarily developmental with a focus placed upon enabling pupils to acquire communication and independence skills and socially appropriate behaviours within school, home and the wider community.

Our aim is to provide an inspirational and inclusive learning environment that enables our disadvantaged pupils to achieve in line with our non- disadvantaged pupils. We target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality education where integrated therapy and Care meets the needs of those with complex learning difficulties to reach their full potential regardless of starting points and individual challenges.

We aim to use pupil premium funding to counter disadvantage and to ensure greater equity through our three-tiered approach:

1. High quality teaching
2. Embedded Therapy
3. Work Related Learning (WRL)

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

Via a holistic approach of the multi-disciplinary team of therapists, psychotherapists, psychologists and psychiatrists we strive to remove the barriers to learning so that outcomes for disadvantaged pupils can be improved.

We also provide disadvantaged pupils with support to develop independence and life and living skills and continue to ensure that high quality work experience and career guidance where appropriate is available to them.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Complex, educational and behavioural needs of students that impact on attainment and progress. |
| 2 | Communication difficulties for students who are non-verbal, those with limited language and pupils with social communication difficulties. |
| 3 | Social, Emotional and Mental Health barriers to progress and attendance |
| 4 | Rising opportunities and aspirations of the Pupils and their Parents with regard to community involvement, occupations or employability. |

Intended outcomes

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

| Intended outcome | Success criteria |
|---|--|
| Pupils make expected or better progress in their reading and literacy targets with the use of Read Write Inc training and resources. | Pupils eligible for Pupil Premium will continue to reach or exceed their reading targets annually. |
| Improved attainment for Pupil Premium pupils in Literacy and Numeracy relative to their starting points as identified through baseline assessments. | Pupils eligible for Pupil Premium will continue to reach or exceed their reading targets annually. |
| Pupils will make at least expected progress in communication and social interaction. | Pupils eligible for Pupil Premium will continue to reach or exceed their reading targets annually in their specific expressive and receptive communication targets through achievement of EHCP annual outcomes. |
| Reduction in social, emotional and behavioural barriers to learning and improved attendance. | Pupils will be equipped with strategies to support themselves in managing challenging situations and self-regulate with the aid of calming resources. The attendance of the disadvantaged students will improve. Through professional development and training, teaching staff will further develop their understanding and skills to support these additional needs. |
| Eligible for Pupil Premium Increased employability of individual pupils. | Pupils will be provided with the opportunities of appropriate and personalised work experience informed by Student Voice. Pupils will recognise their functional skills, their self-esteem will be raised and they will recognise their employability. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Read Write Inc – training for school leaders.</p> <p>Blended training package combining face-to-face training and school support, with a comprehensive online training.</p> | <p>Government guidance suggests that high quality phonics teaching should include ‘extensive teacher-child interaction and involve a multi-sensory approach’</p> <p>Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</p> <p>Read Write Inc. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>This CPD will inform the school leaders how to organise children, staff and resources.</p> | <p>1,2 and 4</p> |
| <p>Read Write Inc – training for all staff - all Education and Therapy staff will have access to online videos and resources</p> | <p>Government guidance suggests that high quality phonics teaching should include ‘extensive teacher-child interaction and involve a multi-sensory approach’.</p> <p>Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</p> <p>Read Write Inc. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>This CPD will empower our teaching staff to further develop their skills in teaching phonics where children learn to read sounds and blend them into words.</p> | <p>1, 2 and 4</p> |

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

Budgeted cost: £ 3896.75

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>One-to-one Interventions in Literacy</p> <p>Purchasing resources</p> | <p>Government guidance suggests that children who are at risk of falling behind need extra practice to consolidate and master the content of the programme. Programmes should provide guidance on how to support these children so that they keep up with their peers. Options for support could include 1 to 1 tutoring. (Note 9)</p> <p>Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</p> <p>Pupils who need extra practice to keep up will have 5 – 10 min one to one interventions to accelerate their progress.</p> | <p>1,2 and 4</p> |
| <p>One-to-one Interventions in Numeracy</p> <p>Purchasing resources</p> | <p>Literacy and numeracy catch-up strategies (publishing.service.gov.uk)</p> <p>Government guidance suggests that there is limited evidence exploring the effectiveness of numeracy catch-up interventions. There is however evidence from interventions independently trialled with younger pupils. One such programme, Catch Up Numeracy, is a one-to-one intervention consisting of two 15-minute sessions per week that are delivered by teaching assistants. It has received promising results from trials with primary aged children (NFER, 2014).</p> | <p>1 and 4</p> |
| <p>Programme working with parents, carers and teachers alongside the students to raise aspirations and plan for work experience opportunities</p> | <p>This complies with the Gatsby Benchmark:</p> <ul style="list-style-type: none"> 1 A stable careers programme 3 Addressing the needs of each pupil 5 Encounters with Employers and Employees 6 Experiences of a workplaces <p>Good Career Guidance Education Gatsby</p> | <p>4</p> |
| <p>To source the outside providers to enable bespoke work experience</p> | <p>This complies with the Gatsby Benchmark:</p> <ul style="list-style-type: none"> 1 A stable careers programme 3 Addressing the needs of each pupil 5 Encounters with employers and employees 6 Experiences of a workplaces <p>Good Career Guidance Education Gatsby</p> | <p>4</p> |

| | | |
|--|---|---|
| Purchasing resources to enable and enhance individually tailored work experience | This complies with the Gatsby Benchmark: 3 Addressing the needs of each pupil Good Career Guidance Education Gatsby | 4 |
|--|---|---|

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

Budgeted cost: £ 22063.25

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Engaging with the Clinical Psychologists and Psychiatrists to provide medically informed advice and support to Pupil Premium students who encounter social, emotional and behavioural barriers to learning and improved attendance. | Use of the wider strategies can be as effective as high quality teaching and targeted academic support in closing the gap between Pupil Premium pupils and their peers. Using pupil premium EEF (educationendowmentfoundation.org.uk) | 1, 2 and 3 |
| Purchasing additional sensory regulation equipment for Pupil Premium students to support their sensory needs. | We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and blankets and additional preceptor equipment can be effective at providing support to our pupils with sensory needs. | 1, 2 and 3 |
| Training our Leavers to use public transport. This will involve CPD and release time for two members of staff with cover costs. | Independent Travel Training is likely to enhance pupil's opportunities with regard to community involvement, occupations or employability. | 3 and 4 |

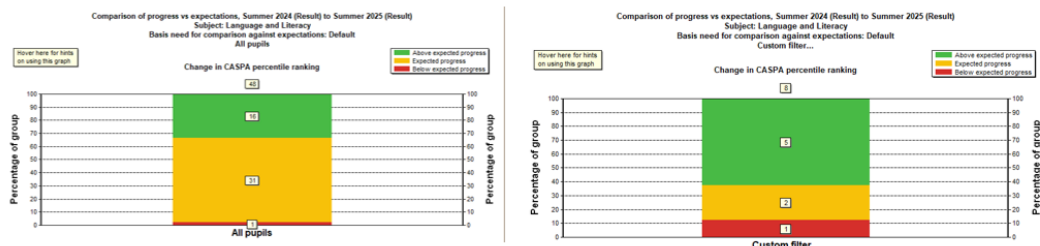
Total budgeted cost: £ 35.560

Part B: Review of outcomes in the previous academic year

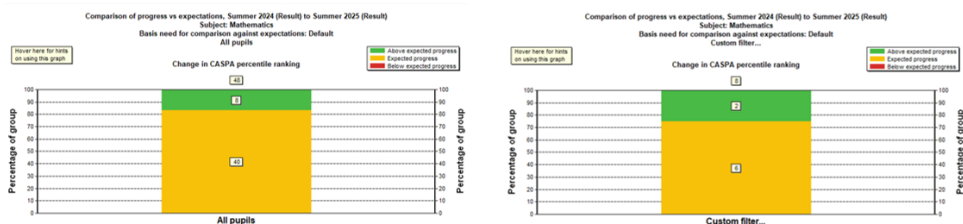
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

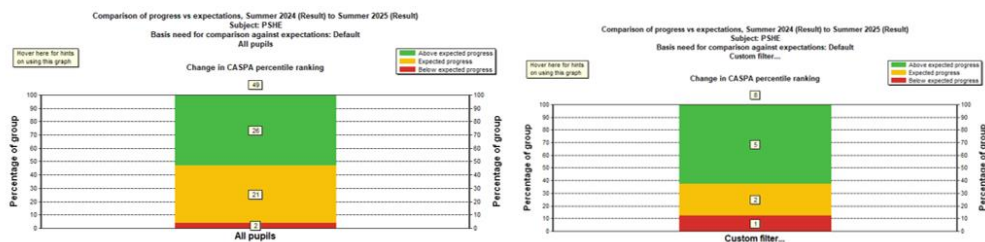
Literacy versus Pupil Premium



Numeracy versus Pupil Premium



PSHE versus Pupil Premium



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

| Programme | Provider |
|-----------|----------|
|-----------|----------|

| | |
|--------------------------|-------------------------------|
| Therapeutic Horse Riding | Riding for the Disabled (RDA) |
|--------------------------|-------------------------------|

Date Policy Reviewed

| Date | Changes | Reviewed by Author | Reviewed by Trustee/Governor | Version |
|----------------|--|---------------------------|-------------------------------------|----------------|
| March 2022 | New | Monika Hosker | | V1 |
| June 2022 | Amendment to Governor/Trustee lead | Monika Hosker | Melissa Longmire | V1.1 |
| January 2023 | Minor updates | Monika Hosker | | V1.2 |
| November 2023 | Minor changes. | Simon Jaggard | | V1.3 |
| September 2024 | Minor changes | Monika Ryzinska | | V1.4 |
| September 2024 | | Monika Ryzinska | | V1.5 |
| September 2025 | Minor changes- new acting chair of governors | Monika Ryzinska | | V1.6 |