

Settlebeck School Pupil Premium Statement

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	205
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs S Campbell
Pupil premium lead	Mr D Greenwood
Governor lead	Mr R Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,725
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,725

Part A: Pupil premium strategy plan

Statement of intent

CONTEXT:

Settlebeck School, is an 11-16 academy located in rural Cumbria, with 205 pupils on roll. The school is designated as a resourced provision for autism and has a significantly higher proportion of pupils with SEND than national average: 16.1% of pupils have an Education, Health and Care Plan (EHCP) compared with 5.3% nationally, and 17% of pupils receive SEND Support compared to 14.2% nationally.

Pupil Premium eligibility stands at 18% and 32.4% of these pupils also have a special educational need, creating compounded barriers to learning. Many Pupil Premium pupils enter with lower prior attainment and reduced literacy and numeracy skills, which impacts progress across the curriculum. Attendance is a concern, with Pupil Premium pupils showing higher rates of persistent absence than their peers.

The rural location presents additional challenges, including limited access to enrichment opportunities, specialist services, and reliable digital connectivity at home. These factors inform our strategic priorities: improving literacy and numeracy, closing the attendance gap, strengthening wellbeing provision, and removing barriers to engagement and achievement, whether academic, social or financial, so every pupil can thrive.

INTENT:

At Settlebeck School, our young people are at the heart of everything we do. We have high expectations for all pupils and believe that, through high-quality teaching, effective engagement with parents, and a personalised tailored approach to individual needs, every child can fulfil their potential both academically and socially.

Our aim is to close the attainment gap by implementing evidence-based strategies, providing consistently high-quality teaching, and offering targeted academic and pastoral support. By fostering an inclusive environment and addressing individual needs, we seek to enhance pupil confidence, engagement and overall well-being.

This commitment includes equipping staff with the necessary training and resources to deliver effective strategies, alongside regular monitoring and evaluation to refine our approach and maximise impact for pupils. Central to our approach is identifying and removing barriers to learning – whether linked to SEND, socio-economic disadvantage, attendance, or access to enrichment so that all pupils can succeed.

Challenges

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

Challenge number	Detail of challenge
1	Reading and spelling. Disadvantaged pupils are working, on average, below age related expectations in reading, spelling and maths
2	A greater proportion of pupils have wellbeing issues
3	Persistent absence amongst disadvantaged pupils is above that of their peers.
4	Our inclusive ethos means we enrol pupils with a history of poor attendance and/or wellbeing pupils as in year transfers.
5	A high proportion of pupils live rurally and puts our disadvantaged pupils at a greater disadvantage in terms of access to wider opportunities, IT access which can lead to social isolation
6	Some of our disadvantaged pupils do not have the resources they need to learn.
7	32.4% of our disadvantaged pupils also have SEND increasing the barriers they face.

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
<p>Reading and spelling scores are in line with chronological age so they can access the curriculum.</p>	<p>Baseline and Target:</p> <ul style="list-style-type: none"> All pupils eligible for Pupil Premium have a baseline reading and spelling age recorded at the starts of the academic year. By July 90% of Pupil Premium pupils will have a reading and spelling age within 6 months of their chronological age or demonstrated accelerated progress if starting significantly below age related expectations. <p>Progress Measures:</p> <ul style="list-style-type: none"> Assessments demonstrate an upward trajectory in standardised reading and spelling scores. Teacher feedback and work scrutiny confirm that pupils can read and comprehend texts across subjects with increasing confidence and accuracy. <p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> Data from NGRT, NGST and Phonics programme are reviewed termly. Intervention impact reports show clear correlation between targeted support and improved scores.

<p>Improve and sustain pupil wellbeing throughout school</p>	<p>Quantitative Measures:</p> <ul style="list-style-type: none"> • Reduction in anxiety-related absence by at least 10% on the previous year. • Reduction in behaviour incidents linked to emotional regulation by 10% on the previous year. <p>Qualitative Measures:</p> <ul style="list-style-type: none"> • Pupil voice shows an improved sense of safety, belonging and engagement with 90% of PP pupils reporting they feel supported in school. • Class Chart logs and staff observations confirm greater resilience and participation in lessons and enrichment. • Wellbeing interventions show consistent attendance and positive impact reports. • 100% of identified pupils receive timely access to wellbeing support
<p>Disadvantaged pupils have a wide range of experiences to develop their character and cultural capital</p>	<p>Participation rates:</p> <ul style="list-style-type: none"> • At least 80% of disadvantaged pupils participate in one or more enrichment activities per term. • 100% of PP pupils offered at least one funded or subsidised opportunity to remove financial barriers. <p>Range of Experiences:</p> <ul style="list-style-type: none"> • Each PP pupil engages in a minimum of three distinct cultural or character-building experiences across the academic year (e.g. theatre visits, workshops etc) <p>Monitoring and Tracking:</p> <ul style="list-style-type: none"> • Review termly participation log for PP pupils • Positive correlation between enrichment and participation and improvements in attendance and behaviour are tracked termly. <p>Barrier Removal:</p> <ul style="list-style-type: none"> • All identified barriers (financial, transport, equipment) are addressed through PP funding or support schemes • No PP pupil is prevented from attending enrichment due to costs or logistics.
<p>Disadvantaged pupil's attend school regularly.</p>	<p>Attendance Gap</p>

	<ul style="list-style-type: none"> • Reduce the attendance gap between disadvantaged and non-disadvantaged. • Reduce persistent absence for disadvantaged pupils <p>Monitoring and Intervention:</p> <ul style="list-style-type: none"> • Fortnightly attendance tracking for PP pupils with early intervention for pupils below 90% • 100% of families with persistently absence PP pupils engaged through meetings, support plans and, where necessary, home visits. <p>Barrier Removal:</p> <ul style="list-style-type: none"> • All identified barriers address though school support. • No PP pupil misses school due to a lack of resources
<p>Barriers to learning are removed – pupils have the resources they need to learn and home learning is completed with support progress and attainment.</p>	<p>Access to Resources:</p> <ul style="list-style-type: none"> • 100% of disadvantaged pupils have access to learning resources by the end of the first term. • All PP pupils provided with revision guides and subject specific materials for KS4. <p>Homework Completion:</p> <ul style="list-style-type: none"> • Homework completion for disadvantaged pupils are 90% or above by the end of the academic year. • Daily homework club on site to support pupils where learning at home presents a barrier to progress. <p>Impact on Progress and Attainment:</p> <ul style="list-style-type: none"> • PP pupils demonstrate progress in line with or above their peers in core subjects. • Positive correlation between homework completion and improved assessment scores tracked at assessment points. <p>Barrier Removal:</p> <ul style="list-style-type: none"> • All identified barriers address though school support. • No PP pupil misses learning opportunities due to lack of resources or digital access.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training RADY Teaching and learning strategies Oracy Adaptive teaching Reading	<p>Consistent approaches and a shared language around teaching and learning improve the quality of education for all.</p> <p>‘Quality teaching is by far the biggest factor that can make a difference to pupil outcomes’ Coe et al.(2014)</p> <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ Education Endowment Foundation Pupil Premium Guidance Report.</p> <p>‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a priority for Pupil Premium Spending.’ Education Endowment Foundation.</p>	1,2,3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group targeted intervention in phonics, comprehension, reading fluency, and mathematics	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <ul style="list-style-type: none"> One to one tuition EEF (educationendowmentfoundation.org.uk) <p>And in small groups:</p>	1,2,3,4,7

	<ul style="list-style-type: none"> Small group tuition Toolkit Strand Education Endowment Foundation EEF. <p>Quantitative data will be used to evidence the progress and impact of this tutoring.</p>	
Fresh Start Teaching Materials and training	<p>Reading is essential to every subject and academic success. Children who cannot read sufficiently will struggle to access the secondary curriculum.</p> <p>Successful schools prioritise reading by investing additional, bespoke help for struggling readers and training for staff who teach reading. Ofsted</p> <p>EEF Improving Literacy in Secondary Schools</p>	1,2,3,4,7
4 x weekly phonics sessions for struggling readers where appropriate	<p>Reading is essential to every subject and academic success. Children who cannot read sufficiently will struggle to access the secondary curriculum.</p> <p>Successful schools prioritise reading by investing additional, bespoke help for struggling readers and training for staff who teach reading. Ofsted</p> <p>EEF Improving Literacy in Secondary Schools</p>	1,2,3,4,7

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for resources, music lessons, trips and enrichment activities	<p>Extra-curricular activities are an important part of education in their own right.</p> <p>EEF Toolkit: Arts Participation</p>	2,3,4,5
Counselling provided by a qualified psychotherapist for pupils who require support with their wellbeing	<p>The BACP advocates that providing counselling within schools can support pupils to cope with difficulties they face in their lives, Early intervention can reduce the psychological distress in young people and has a positive effect on confidence,</p>	2,3,4,5

	resilience, a sense of self-worth, school attendance and academic achievement	
Enhanced pastoral support to intervene early with behaviour and attendance issues and support wellbeing	DFE Promoting and supporting mental wellbeing in schools and colleges	2,3,4,5,7

Total budgeted cost: £ 40,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have undertaken a detailed analysis of the performance of disadvantaged pupils during the 2024-25 academic year, drawing on national assessment data, standardised reading assessments, and our own internal formative and summative assessments. Due to the small cohort size, caution is required when interpreting this data

In 2024-25, five Year 11 pupils were eligible for pupil premium. Provisional DFE performance data (October 2025) indicates overall Attainment 8, English Attainment 8, and Maths Attainment 8 were slightly below the national average for disadvantaged pupils. However, this data does not reflect contextual factors such as the high proportion of pupils with SEND. Notably, the percentage of disadvantaged pupils achieving grade 4+ in English, Maths and Science exceeded the national average for disadvantaged pupils, and the percentage achieving grade 5+ in Science was also above the national average for disadvantaged pupils.

Beyond academic outcomes, 100% of disadvantaged pupils engaged in at least one enrichment activity during 2024-25. Disadvantaged pupils also hold positions on the school council, ensuring they have an equitable voice in school decision making.

Persistent absence among disadvantaged pupils was 38.5% in 2024-25 - a reduction of 4.5% on the previous academic year but still significantly higher than the whole school rate of 18.75%.

Taking into account all available data, including attainment data, progress data, behaviour and attendance data, we have reviewed our strategy and made targeted adjustments to how we will allocate funding this year. Our reading strategy has been strengthened to include phonics, fluency and comprehension. Our targeted interventions also include maths, social and life skills, touch typing, ELSA and counselling. Teaching strategies will focus on oracy, improved assessment practices and adaptive teaching.

Improvements in pedagogical practice are increasingly evident in the vast majority of lessons. However, changes to pedagogical practice take time to become embedded within the school's culture (Csikszentmihalyi, 2002) and impact on pupil outcomes. Retrieval practice and vocabulary development are embedded.

Externally provided programmes

Programme	Provider
English Intervention	Local Tutor