

Pupil premium strategy statement – Caldecott Foundation School

Caldecott School is a non-maintained Special Needs School set within a twenty-eight-acre site, on the outskirts of Ashford, Kent.

The school is part of the Caldecott Foundation and has both a Primary and a Secondary provision with the capacity to provide off-site school learning at our local satellite facility. Our boarding provision supports several young people (currently licensed to support up to ten pupils).

In addition, the Caldecott Foundation provides residential care and fostering provisions.

All the education provisions have very small class sizes – maximum of eight students, with high staff to pupil ratios. The minimum staff ratio stands at 1:3. In specific instances we provide one to one teaching assistant support. As of the start of the academic year 25.26 we have 66 pupils on roll. We have a tiered fee structure which covers all educational expenses apart from some specialised services which we discuss with the commissioning Local Authority (LA) if they are deemed appropriate and relevant.

The school retained the Autism Accreditation from the National Autism Society in January 2025.

All children accepted into the school either have an Education Health and Care Plan (EHCP) or are in the process of applying for one. If it is appropriate, individuals residing within the residential settings will attend either a local mainstream provision or attend Caldecott School.

Predominantly, the presenting areas of need at Caldecott School are: Autism, Attention Deficit Hyperactivity Disorder (ADHD) and Social, Emotional and Mental Health (SEMH) with an increasing number of pupils presenting with significant Speech and Language needs and other diagnosed needs such as Global Processing.

We provide access to Forest School & Outdoor Pursuits in our own grounds and at a separate offsite venue of which we have exclusive use. We have several level 3 qualified Forest School Leaders employed across our provisions.

We follow a thematic and creative curriculum and there is an emphasis on kinaesthetic, (hands-on, practical), learning. Curriculum delivery changes as pupils progress through the key stages with an increasing emphasis is subject specialists delivering lessons.

We take pupils on a wide variety of educational visits such as local areas of historic and geographical interest; for example, Dover Castle and Folkestone (fossil hunting at the Warren beach). We are fortunate to have so many interesting places to visit on our doorstep, as well as having easy access to the coast and the city of London.

We are always looking at ways to broaden our pupils’ experiences and in 2024/2025 our year 11 pupils completed a day trip to France and a two night residential to Norfolk is planned for 2025/2026.

Caldecott School use the Autism Education Trust’s (AET) targets. These targets are embedded in the curriculum, and each pupil is set termly targets with teachers planning learning opportunities for pupils to meet these targets. A focus is placed on Preparation for Adulthood/Employment (PFA/E) and social and emotional communication skills.

School overview

Detail	Data
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	58% (23 Pupils FSM) (15 Pupils LAC)
Academic year 25.26	
Date this statement was published	3 rd Nov 2025
Date on which it will be reviewed	Beginning of Term 1 26.27
Statement authorised by	Stacey McShane - Headteacher
Pupil premium lead	Caldecott School SENDCo
Governor / Trustee lead	Maree Thorn (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4395 (£1270 PP+)
Total budget for this academic year	£53020 £51750 (excluding LAC PP+)

Part A: Pupil premium strategy plan

Statement of intent

At Caldecott School, we are committed to ensuring that every pupil, regardless of their background or financial circumstances, has access to high-quality education and the opportunity to thrive academically, socially and emotionally. Our use of the Pupil Premium Grant (PPG) is rooted in the ethos of the Caldecott Foundation, “Helping Children Build a Future”. It is our belief that all children deserve equity in education, and that targeted support can ensure all pupils make progress irrespective of their individual needs or circumstances.

To achieve this our focus remains on identifying the barriers to success which have the greatest impact on pupil progress and aim to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers, considering the learning needs of each individual pupil. To achieve this, we will:

- Support the academic progress of disadvantaged pupils through evidence-based interventions, setting out clear rationale and targets.
- Enhance the wellbeing, engagement and aspirations of pupils facing barriers to success.
- Provide access to enrichment opportunities that broaden horizons and build cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Significant numbers of pupils are below age-appropriate expectations and barriers to success can impact on individual pupil progress. These barriers can range from social development differences (deficits) to limited prior attainment.
2	School based anxiety and the complexity of family life have resulted in increased levels of persistent absence. In the previous academic year whole school attendance was 81.08% and remains lower than the national expectation of 95%. Low attendance is not only a safeguarding concern but also reduces the potential progress of our pupils.
3	<p>Pupils’ complex needs and family situations cannot always be addressed through the external resources available to them.</p> <p>Increasing numbers of pupils require input from a range of therapeutic disciplines to support their neurodiversity and lived experiences.</p> <p>An increasing number of pupils have needs that are not fully identified / detailed within the EHCP provision and access to educational psychology (or other assessments) is limited.</p>

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 whole school and individual pupil attendance (from starting point) which in turn will lead to accelerated progress in all areas across the curriculum.	Persistent absentee rate decreases to 25% with an associated increase in the number of pupils reaching a minimum of 80% attendance. Pupils that are not achieving 80% attendance are monitored through robust internal and external processes so that barriers to attendance are minimised, where possible.
To remove, “barriers to success” and sustain improved wellbeing for all pupils & families in our school, particularly those who are disadvantaged.	Teachers are confident in delivering a curriculum which is adapted to meet individual pupil needs and ensure progress for all. Interventions are identified for individual pupils and associated pupil progress seen. Parent surveys as well as teacher observations and interactions show a positive home – school working relationship.
To ensure all pupils can experience the world around them to the full and participate in a range of activities which would otherwise be inaccessible.	Pupils across all Key Stages access a range of on and off-site school experiences, trips & visits.

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: £1750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Annual therapeutic training calendar includes access to a range of internal and external professionals.	Feedback from staff survey 24.25 identified positive views of staff and identified areas where further development is required. EEF research highlights that teachers are more likely to change their practice because of training input from credible	1

	<p>sources e.g. expert teachers or professionals with specific expertise.</p> <p>Education Policy Institute Research in 2020 found that “high quality CPD for teachers has a significant effect on pupils’ learning outcomes”.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Convert current SALT Therapy Assistant to a full-time position for 1/3 of the academic year.	In previous academic year 24.25 SALT capacity increased significantly (see below) therefore increased capacity across all therapeutic interventions will be increased.	2,3
Family Therapist to be sought and complete interventions with parent / carers.	Parental feedback identifies that they cannot access the support required externally.	2,3

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic & physical interventions for pupils such as horse riding, swimming, school farms, alternative therapeutic based provisions, work experience.</p> <p>Interventions to be agreed following referral from a class team / member of staff.</p>	<p>Progress will be seen across all pupils in their Autism Education Trust / Preparation for Adulthood Progress measures.</p> <p>Horse Riding has enabled pupils to improve their mental wellbeing by having a positive and consistent space to focus upon the welfare of animals and stable management.</p> <p>In June 2024 the World Health Organization (WHO) reported that</p>	1,2,3

	<p>regular physical activity provides significant physical & mental health benefits and in children & adolescents, physical activity promotes bone health, encourages healthy growth and development of muscles, and improves motor and cognitive development.</p> <p>https://www.who.int/news-room/fact-sheets/detail/physical-activity</p>	
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Total budgeted cost: £51750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Since the introduction of the Speech and Language Therapy Assistant post 11 months ago, there has been a significant and measurable impact on pupil progress and the overall delivery of speech, language and communication (SLCN) support across Caldecott School. Data shows that 87% of therapy targets set by the Speech and Language Therapist have been successfully met within this period, clearly demonstrating the effectiveness of the role in enhancing intervention outcomes. <i>In</i> addition, the assistant has enabled an extra 9 children per term to receive direct 1:1 therapy—provision that would not have been possible within the existing capacity of the Speech and Language Therapist alone.</p> <p>The assistant’s role also includes dedicated time for attending seminars and specialist training, as directed by the supervising therapist, to develop skills and knowledge in key areas of SLCN. This has resulted in clear evidence of high-quality interventions being delivered across sessions. Furthermore, the increased capacity for direct work has significantly raised the profile of speech and language therapy within the school, with the assistant maintaining regular communication with class teachers and teaching assistants, sharing progress updates and providing resources to reinforce strategies in the classroom throughout the week.</p> <p>Over the past year, the Clicker software has been used within weekly literacy intervention groups, led by the Speech and Language Therapist, to support pupils—particularly those who have previously identified themselves as ‘non-writers’. The results have been highly positive, with significant improvements in engagement, confidence and self-esteem observed when approaching writing tasks. Pupils have not only participated more actively in sessions but have also taken ownership of their learning, collaboratively authoring two complete books using Clicker. Beyond group sessions, the software has enabled individual pupils to work with greater</p>
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independence, supporting a range of learning styles and needs by offering accessible tools for planning, writing and editing. Following recent training, an additional four pupils have begun using Clicker as part of their daily classroom learning since the start of this academic year, demonstrating growing uptake and impact. The continuation of this resource will ensure that pupils with speech, language and literacy needs continue to have access to an inclusive, motivating and highly effective means of developing their writing skills.

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

Further information (optional)

In addition to the core pupil premium funding received, a proportion of pupil premium + is made available to Looked After Pupils via the Virtual School Headteacher.

Any intervention funded by Pupil Premium is agreed between the Virtual School and Designated Teacher during Personal Education Planning (PEP) Meetings with agreed outcomes identified.