

# Pupil premium strategy statement Market Field School

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   | 377                            |
| Proportion (%) of pupil premium eligible pupils  | 38%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2025/6-2028/9                  |
| Date this statement was published  | January 2026                   |
| Date on which it will be reviewed  | December 2026                  |
| Statement authorised by  | Ruth Whitehead,<br>Headteacher |
| Pupil premium lead   | Peter Dwight                   |
| Governor / Trustee lead  | Fran Driver                    |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £175,235 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br><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> | £175,235 |

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

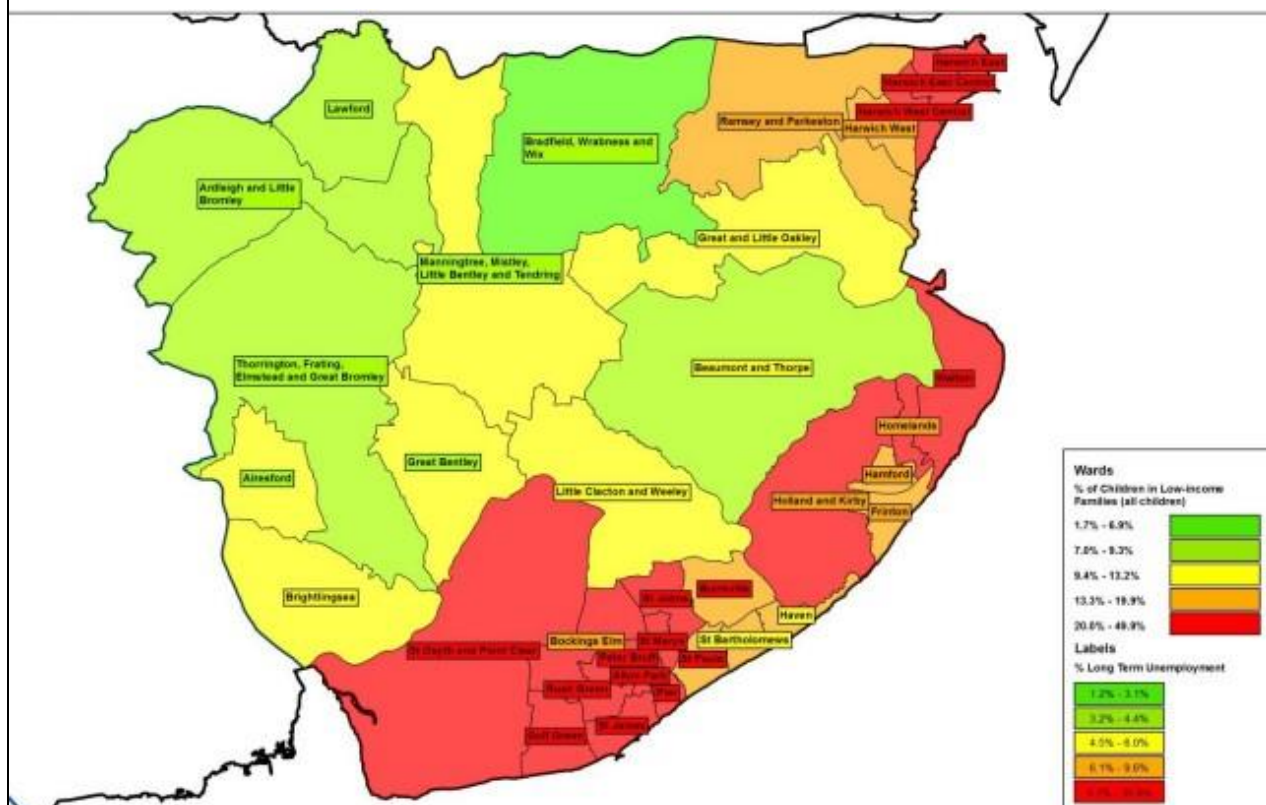
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Demography and School Context

Market Field School is an all-through special school in North East Essex, on the border of Colchester and Tendring. The school is broadly split into 3 cohorts of learners, a large moderate learning difficulty group, of which there are 238 learners. These form our 'Learning to Know' Pathway and are divided between 5 Junior classes and 12 Senior classes, a severe learning difficulty group of 58 learners, forming our 'Learning to Do' pathway and split between 4 classes (Key Stage 2, Key Stage 3 and Key Stage 4) and finally, our pathway for children with severe or complex Autism. This pathway has 81 children, split between 8 classes across the school.

Although the catchment for Market Field is diverse, with children coming from Colchester, mid-Essex and Suffolk, the predominant number of children come from Tendring.

The map below shows the percentage of children in low-income families compared to long-term unemployment (those claiming Job Seekers Allowance for more than 12 months). The bandings are based on the data across all wards in Essex and the map shows that Tendring has multiple areas of significant child poverty when compared to the rest of the county plus several other wards that show above average child poverty or long-term unemployment. A significant number of our children come from the red shaded areas, where child poverty and long-term unemployment are at their highest figures.



(Source, A Profile of People Living in Tendring April 2016)

In addition, the Wards of St Osyth and Point Clear, Golf Green, Alton Park and Pier, all within Clacton, have significantly worse health indicators than other parts of England with higher levels of deaths (all causes) being recorded, higher levels of deaths by circulatory disease in under 75's, coronary heart disease in under 75's, cancer in under 75's, higher rates of adult obesity and adult binge drinking.

The most deprived neighbourhood in England according to the 2025 Indices of Deprivation is Jaywick, where a large proportion of our students live. Jaywick is ranked 1 out of 33,755 neighbourhoods across the country for deprivation.

## Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged children using school internal data – academic, behaviour, communication reports and EHCP Annual Reviews.

### To help us achieve these objectives, our aims are as follows:

- Training and allocating an interventions ‘catch up’ Dyslexia specialist to work with individuals and small groups to overcome gaps in learning.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- Provide holistic and pastoral interventions and friendship groups through Alternative provision
- Provide sensory intervention using alternative provision to support self regulation
- Targeted ‘in reach’ support for children who are unable to come to school due to high anxiety or medical needs with the aim of supporting children back to school.
- Provide Sensory Assessments and Educational Psychologist Assessments for children who have plateaued to support progress to resume.
- Where necessary, pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software such as scanning pens and sensory tools such as loops for audio regulation

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Learning Difficulties: Pupils’ diagnoses can reduce focus, engagement and independent learning. Pupils are often starting at the school attaining 4-5 years behind mainstream peers, with very low levels of literacy. Without targeted support such as differentiated resources and specialist support these pupils struggle to access the curriculum and achieve accreditation, which impacts on their lifelong success.   |
| 2                | Cultural capital: Disadvantaged pupils often have fewer opportunities to develop knowledge, skills, and experiences outside school. As outlined above, Jaywick is the most deprived area in the whole Country and students coming into school have had limited opportunities to see and experience the world out of their immediate neighbourhood. This can restrict engagement with cultural, social, and work-related activities, limiting preparation for adulthood and independent living. |

|   |   |
|---|---|
| 3 | Low self-esteem: Pupils may experience anxiety, social isolation, or difficulty expressing themselves, often influenced by instability at home or complex emotional needs. These factors can lead to behaviour challenges, reduced concentration, and limited participation. Targeted support is required to build confidence, resilience, and social-emotional skills. |
| 4 | Unmet/undiagnosed need: Sensory needs or a change in diagnosis causing a plateauing of progress within school, leading to increased challenging behaviours  |
| 5 | Attendance and persistent absence: Attendance across the school is generally very good but for a small pocket of children, high anxiety/medical needs mean they struggle to attend school. This leads to isolation, feelings of loneliness and impacts on their   |

## 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><b>Outcome 1: Increased attainment and accreditation</b></p> <p>Disadvantaged students achieve a higher level of accreditation in core skill subjects (as determined by their pathway), in line with their peers within the school.</p>   | <p>Increased percentage of disadvantaged students entered for and achieving appropriate qualifications, including Entry Level, Functional Skills, GCSE (where the subject is offered), ASDAN and AQA Unit awards.</p> <p>Individual and small group intervention programmes are timetabled, delivered and monitored by specialist intervention teachers and highly trained LSAs.</p> <p>Progress and attainment are evidenced through assessment data, accreditation outcomes and EHCP reviews.</p>   |
| <p><b>Outcome 2: Cultural Capital</b></p> <p>Disadvantaged pupils access a wider range of high-quality enrichment, cultural and character-building experiences that enhance their vocabulary, background knowledge, and engagement with learning, leading to improved attainment, confidence, and readiness for future learning.</p> | <p>Disadvantaged pupils demonstrate increased confidence in discussion and wider participation in lessons, improved vocabulary and oral language skills.</p> <p>Disadvantaged students demonstrate greater engagement with curriculum enrichment and extracurricular activities including theatre trips, residential experiences, sporting events.</p> <p>Progress will be evidenced through improved attendance and attitudes for learning, positive pupil voice feedback relating to trips, visitors, clubs and enrichment, reduced gaps in</p> |

|   |   |
|---|---|
|   | cultural knowledge and experiential learning compared to non-disadvantaged peers.   |
| <p><b>Outcome 3: Low self esteem</b></p> <p>Pupils develop improved emotional regulation, social skills, and resilience through targeted pastoral and emotional support, enabling them to engage positively in learning, form healthy relationships, and participate fully in school life.</p>                      | <p>Disadvantaged pupils feel safe, supported and able to express themselves appropriately, resulting in improved wellbeing, stronger peer relationships and increased participation in learning activities.</p> <p>Disadvantaged pupils with emotional and social needs build the resilience and coping strategies required to manage challenges effectively, supporting sustained progress, positive behaviour, and readiness for future learning.</p> <p>Progress will be evidenced through reduced incidents of CPOMS for behaviour incidents, exclusions, or time out of class, attendance data and increased engagement in lessons and group activities.</p> <p>It will be gathered by pupil voice showing improved confidence, emotional understanding, and sense of belonging as well as progress towards EHCP outcomes.</p>   |
| <p><b>Outcome 4: Unmet/undiagnosed need</b></p> <p>Pupils with emerging or changing sensory and additional needs are promptly identified and supported through appropriate adjustments, enabling improved emotional regulation, reduced challenging behaviour, and renewed progress in learning and engagement.</p> | <p>Improved understanding and provision for pupils' sensory needs leads to increased regulation, fewer behaviour incidents, and improved wellbeing, allowing disadvantaged pupils to participate successfully in school life.</p> <p>Staff consistently recognise and respond to changes in pupils' needs, ensuring adaptive provision that reduces sensory overload and supports positive behaviour and learning outcomes.</p> <p>Progress will be monitored and evidenced through reduced frequency and severity of dysregulated or challenging behaviours, improved engagement and concentration in lessons, improved progress data following targeted interventions or provision changes</p> <p>Staff will demonstrate confidence in identifying and supporting sensory needs (e.g. CPD feedback) whilst pupil voice will indicate improved comfort, safety, and readiness to learn</p> |

|  |   |
|--|---|
| <b>Outcome 5: Increased engagement with an educational offer, leading to increased attendance over time.</b> | <p>Disadvantaged students are placed on the school 'in reach' offer as a priority for support and will gradually gain confidence with a 1:1 teacher before slowly being introduced to school, with the support of the 1:1 teacher in lessons who will withdraw over time.</p> <p>Progress and attainment are evidenced through attendance data, session reports and accreditation outcomes.</p> |
|--|---|

## Activity in this academic year

This details how we intend to spend our pupil premium funding **in the academic year 2025-6** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 85,250

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Recruitment, retention and targeted training of staff to meet complex SEND needs, supporting learning, communication, interventions and inclusion within 1:1 and 2:1 staffing ratios | Evidence shows that pupils with complex SEND progress more effectively with skilled, consistent staff. Training increases staff capacity to deliver safe, high-quality teaching and therapeutic support (EEF-removing non academic barriers). Funding is explicitly used to reduce barriers caused by medical, physical or cognitive needs. | 1,3,4,5                       |
| Strengthening the link between the Autism Base classes and the SALT to coordinate systems and ensure that 'every child has a voice'  | The communication trust ' <i>What Works</i> ' database (endorsed by the Royal College of Speech and Language Therapists) identifies whole-school, consistent approaches to communication as key to improving outcomes for pupils with speech, language and communication needs.   | 1,2,3,4,5                     |

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

Budgeted cost: £ 59,985

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Timetabled 1:1 and small group sessions in English and Maths and Communication tailored to individual needs and gaps                  | The EEF reports that 1:1 and small group tuition is highly effective when aligned with classroom learning. Teachers report improved transfer of skills back to class learning. This approach addresses challenge 1 (Learning) and challenge 3 (low self esteem), ensuring funding is targeted to close attainment gaps. Impact is monitored through accreditation outcomes, assessment data and EHCP outcomes.               | 1,3                           |
| Timetabled weekly therapy programmes: wellbeing programmes for resilience, friendship, anger management on 1:1 and small group levels | Therapeutic interventions improve engagement, emotional regulation, communication and confidence (EEF). Regular, structured therapy sessions are evidence-informed use of funding to remove barriers caused by low self-esteem, anxiety or limited social participation  | 3, 4, 5                       |
| Dedicated 'in reach' offer targeted at students missing school due to anxiety, illness or other extenuating circumstances.            | <p>The EEF reports that 1:1 tuition approaches can enable 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.</p> <p>Essex approaches of 'keeping you in mind' discuss the importance of linking absent students into school where possible to promote a return to school and an increase in attendance</p> | 1,3,5                         |



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

Budgeted cost: £ 30,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Hawk Farm and Allotment outdoor learning opportunities  | <p>EEF research indicates that outdoor learning increases metacognition. In addition, EEF research finds that social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through structured discussion.</p> | 2,3,4,5                       |
| Arts participation – involvement in theatre trips in school and out of school within Essex and London, trips to art galleries and museums | <p>EEF research indicates that the impact on attainment through Arts Participation is approximately 3 months and is particularly demonstrated in writing as well as spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p>   | 1,2,3,4,5                     |

**Total budgeted cost: £ 175,235**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Education Outcomes KS1/2 (inc Autism bases)

Performance for our disadvantaged children in KS1 and 2 for 2024-5 has been analysed using the results of phonics screening, internal assessment data and progress towards EHCP outcomes.

Our data indicates that our disadvantaged children in Primary performed broadly in line (within a percentage point) of our children who are not disadvantaged for English and Maths with 91% of children making expected or better than expected progress in these areas. Our data indicates that 96% of disadvantaged students made progress towards EHCP outcomes.

#### Education Outcomes KS3/4 (inc Autism bases)

Performance for our disadvantaged children in KS3 and 4 for 2024-5 has been analysed using the results of internal assessment data (including phonics), external accreditation/qualification performance and progress towards EHCP outcomes.

Our data indicates that our year 11 children who are disadvantaged outperformed our other year 11 students, with 91% achieving better than expected external exam results compared to 86% of students without a disadvantage.

For children in year 10, early accreditation results indicate that students with a disadvantage are performing broadly in line with those who are not disadvantaged, with 100% pass rate for Entry Level qualifications for all children who sat Entry Levels early.

86% of disadvantaged children in KS3 made expected or better than expected progress in English and Maths.

Annual Review data indicates that 91% of students in KS3 and KS4 made progress towards their EHCP outcomes.

#### Wider outcomes

*All pre-verbal children will have a 'voice'* – Our SALT team have worked in conjunction with our Head of Autism provision and our Autism Lead Teacher to establish the best ways of giving our children a way of communicating through a Total Communication Approach. Training has been provided for staff working in the KS3 and KS4 classes in using AAC devices and 3 disadvantaged children are now using an AAC device to communicate through their day. We have added buttons to these devices so that they

can communicate safeguarding concerns/let us know when something really is not ok and the children are learning to use these.

*Residential experiences will be reestablished so that children can experience the benefit of outdoor learning and residential learning experiences.* Residential experiences in 2024-5 included Wales for students in year 11, Thetford Forest for children in year 9, a two day school sleepover for children in year 7 and a PGL trip for children in year 6. Funding was provided to ensure that disadvantaged children were also able to benefit from these learning experiences and did not miss out.

*Alternative Provision to be explored:* For children who need something 'else' added to their school week, usually with an SEMH profile, we added therapeutic interventions to working farms, trampoline parks for sensory regulation and social prescription trips. Parents of children who are disadvantaged were not asked to make a contribution to these trips.

## 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        |
|--------------------|-----------------|
| Equine/Animal Care | Hawk Farm       |
| Sensory regulation | Bounceability   |
| Horticulture       | Thistledoo Farm |