

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	Keelman's Way School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-27
Date this statement was published	Sep 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Phil Johnson
Pupil premium lead	Melanie King
Governor / Trustee lead	Phil Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,275
Recovery premium funding allocation this academic year	0
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	120,275
School contribution	8,000

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate goal is for all pupils to make the most progress they can from their initial starting points. We ultimately aim for all pupils to reach their potential in communication and independence skills ready for them to move onto their next phase of education and preparation for adulthood.

In addition to socio economic factors our pupils have learning, physical and health difficulties that can impact on their progress

School data shows us where best to target a wide range of interventions that support all pupils within school as well as those identified to be allocated PP.

We use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils in their academic success, physical access to the curriculum and to small group focussed teaching alongside their peers.

Access to the wider community, their understanding of their own needs and strengths is a key area for preparation for life beyond school and into adulthood.

We want pupils and families to be supported and able to understand how to advocate for their own future in the community.

School data is used to lead the strategy and ensure that all groups, including the most able, have access to the best possible teaching interventions and a very personalised curriculum. Personal and social development is a key factor in these decisions.

A wide range of interventions including music therapy, speech and language, sensory regulation, rebound therapy, hydrotherapy and community activities contribute to the learning.

Pupils access a breadth of curriculum that supports their learning, their personal interests and aspirations for the future.

Provision of quality interventions by staff with specific expertise increases the learning and life outcomes for all pupils as well as the disadvantaged. Teacher time and HLTA time is allocated to this as required.

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 and higher education guidance is available to all.

Education off site for pupils to prepare for and meet the challenge of Duke of

Edinburgh Award as well as school based extra curricular groups will allow for further development and progress towards improved social and communication skills.

All planned interventions link with our school Vision and form part of the mission statement.

Outside specialists have been identified to support the learning within school for the disadvantaged pupils including music therapist, educational psychologist, therapy dog and sensory regulation specialists. This will support purposeful interventions within school.

Parent groups will be identified to offer support to families with the associated challenges that our families face in relation to the complex needs of our pupils, including behavior and sensory regulation needs.

Our satellite school is in place to support additional local pupils that need specialist communication and sensory based provision. This has expanded and will be supported to offer correct resources and interventions for pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' academic and personal development need to be secure. Pupils with complex behaviour need to engage in the curriculum with targeted support and a personalised curriculum that matches their needs.
2	Speech, language and communication skills are especially compromised for our disadvantaged pupils. Observation and data shows that pupils need additional, targeted group support to move forward. Specific activities e.g. Lego Club, Little Chatterboxes, Attention Autism and SALT interventions are essential to support the needs of individuals identified in school data.
3	Observations and data results show that our disadvantaged pupils are impacted in managing their emotions and sensory regulation needs. This impacts their social interactions and ability to access their curriculum and learning. Pupils need specialist support and interventions to ensure they are successful in accessing their learning.

4	Data shows us that our disadvantage pupils are impacted by socio-economic circumstances in South Tyneside. There is a high level of deprivation. This impacts consistent access to the wider community. This has a significant impact upon pupils cultural capital, understanding of the wider world and appreciation of others' needs and roles in their lives. Many of our pupils have limited access through family provision due to their complex needs and the school seeks to support opportunities to address this.
5	Independence skills e.g travel, access to mainstream facilities like gym and local shops needs to be maintained as some pupils have limited access to these in the course of their daily life. Personal skills are a key element of the development that leads pupils to be ready for adulthood and their next steps in education. Improved curriculum access to independent tasks is important to the development of our pupils. Increased and improved opportunities to access the wider world is essential.
6	Quality training and CPD needs to be maintained for staff to develop and improve the skills needed to support our complex pupils. Training specifically responding to the changing cohort of pupils and the level of disadvantaged pupils.

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
Targeted support will ensure pupils meet expectations alongside their peers in SALT, PSD, and academic success depending on their pathway. SSL will meet their targets showing no difference in achievement to their peers.	Pupils will achieve success that matches their PLG and PIVATS targets accordingly. Progress made towards accreditations and qualifications.
Pupils with diagnosis of Autism and sensory needs will have the support of staff that fully understand how to meet	School will have preparations and verification of steps towards Autism Mark. Sensory regulation will be a focus of CPD

their needs.	and training will improve pedagogy.
Staff engagement in class based targeted research will match pupils needs using up to date research and strategies in relation to supporting complex behaviours.	Class data will show no disadvantaged children to be falling behind their peers.
Pupils will have frequent access to safe play space and locations beyond school including residentials and community based activities.	PDS data will show that disadvantaged pupils match their peers' outcomes. Pupil attendance at residentials will show no eligible child is disadvantaged
Staff training for all will ensure staff are sufficiently skilled to support our pupils in areas of need, specifically sensory regulation.	Planning and delivery of curriculum will be effective and evidenced in pupil Achievements. Outside agencies will support staff training and updates. Specific interventions will be identified and evident in meeting the needs of pupils.

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: £

Performance management projects.	8000
Autism and Educational Psychologist budget	5000
Staff training updates. CPD package from Hirstwood Training.	5000
Qualification updates e.g Team Teach, First Aid etc..	5000
Early Career Teacher support (SLT mentor Time)	2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development projects will be carried out in class teams to establish good practice for the cohort and to share with other school teams enhancing staff knowledge and practice.	Coordinated efforts to establish close working links with TAs and others will match educational theory with practice within the team This provides a positive work ethic and develops confidence in new initiatives.	1,2,3,4
Educational Psychologists and Tree Tops Occupational Therapists will visit classrooms to observe and advise on strategies to support complex behaviour and sensory regulation needs.	Expertise from external services will give our increasing cohort of pupils with sensory needs and autism diagnosis the best possible access to high quality teaching and learning matched to their needs.	1,3,6
School essential training will continue to ensure staff have correct qualifications to support complex pupils with medical needs and positive handling needs.	Detailed programme is in place to support all updates. Safeguarding updates and staff teams supporting pupils including Team Teach and First Aid.	3,6

Hirstwood Package of CPD will be implemented to support staff development.	Knowledge and understanding of staff will be improved and evident in the classroom to support complex pupils.	1,2,3,4,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [insert amount]

Music therapy	10,000
Team Teach Leader to support staff development and training in positive handling and behavior management.	31,062
Attention Autism intervention	10,000
Intervention HLTA to support sensory regulation needs of pupils across school.	31,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music therapist, 2 days a week brought into school to support regulation as well as skill development.	Music therapy has been shown to be very successful for support of some complex pupils.	1,3,4

Targeted intervention support to increase staff capacity to meet the needs of specific pupils identified as disadvantaged due to sensory regulation and behavioural needs.	Pupils benefit from personalised therapeutic sessions that meet the expectations identified in the EHCP plan. Well trained HLTAs with specific areas of expertise focus on areas for pupil development including behavioural and sensory regulation needs. Closing The Gap: The Benefits Of Small Group Tuition - Engage ...	1,2,3,4
Attention Autism will be introduced into classrooms across the whole school to ensure a consistent approach to attention and behavior for learning.	Attention Autism is an approved intervention to support pupils that struggle to focus and learn. Success is measured within the data at the end of the year.	2,3
HLTA's appointed with specific areas of expertise to support the needs of the pupils.	HLTA for Team Teach to support behaviour for learning and develop staff skills. Essential training to ensure pupils are safe and supported. HLTA for intervention and sensory regulation needs to support the need for interventions across school including sensory diets and sensory circuits which are a proven intervention to encourage regulation and focus in the classroom.	1,3

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

Budgeted cost: £ [insert amount]

Cultural capital/preparation for adulthood	15,000
Onsite outdoor learning	5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Preparations for adulthood activities will ensure pupils engage in offsite activities that extend their engagement in the wider world e.g. ● residential experiences. ● work experience ● travel training ● educational visits related to curriculum pathways. ● leisure for life activities.	Our pupils need explicit teaching to allow them to access the wider world. These activities need more planning to overcome the disadvantage of all kinds . Cultural capital “the essential knowledge that children need to be educated citizens” (Ofsted EY Inspection Handbook 2019, p31). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success.	4,5
Pupils will access all activities the site has to offer to regain the confidence in their independence and social relationships. They will learn about keeping themselves safe in and out of school as well as online.	Pupils have a great enthusiasm for outside environment, Access to outdoor activities enhances independence cooperation with peers and adults as well as structured academic learning. Council for Learning Outside the Classroom	4,5,

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 2025 to 2026 academic year.

Personal learning goals were specific to the needs of the pupils and showed good progress across the year, with some pupils showing outstanding progress.

Pupils identified in the data as needing more support were given interventions to meet their needs. This was very successful and enabled positive and successful progress.

CPD for all staff focused on Autism and sensory regulation. Feedback from staff supported the learning and developed pedagogy of teachers. Newer staff members benefitted from the training to increase their knowledge and understanding.

Staff benefitted from the research projects completed by their peers. Focus of the class based research projects enabled and increased awareness and understanding of different conditions. Good practice was shared and allowed for shared strategies in relation to supporting complex behaviours.

Residential for a number of pupils went ahead successfully and allowed pupils to have a bespoke experience aimed at their needs.

Sensory regulation spaces were created in school to support dysregulation of our complex pupils. Resources were sourced to help with regulation and provide intervention. Sensory diets and circuits introduced to classrooms.

Qualifications and Accreditation outcomes for 2026

Qualifications and Destinations Leavers - 2026

Pupil 1 - DH - Hedleys

ASDAN	500/6354/6	Certificate in Personal Progress
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Pupil 2 - CP - Hedleys

ASDAN	500/6354/6	Certificate in Personal Progress
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AA	600/3984/9	Award Discover
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Pupil 3 - MW - Gateshead College

ASDAN	500/6354/6	Certificate in Personal Progress
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AA	600/3984/9	Arts Award Discover
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Pupil 4 - TM - Tynecoast

ASDAN	500/6354/6	Certificate in Personal Progress
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AA	600/3984/9	Arts Award Discover
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Pupil 5 - EB - Gateshead College

ASDAN	500/6354/6	Certificate in Personal Progress
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AA	600/3984/9	Arts Award Discover
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Pupil 6 - KP - Adult Social Care Package

ASDAN	500/6543/9	Diploma in Personal Progress
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Pupil 7 - TG - Routes 2 Work

Entry 2	ASDAN	600/7772/4	Award in Employability
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Entry 2	ASDAN	500/5459/4	Certificate of Personal and Social Development
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Entry 2	AQA	601/5874/8	Entry Level Certificate Mathematics
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Entry 1	NCFE	603/5057/X	Functional Maths
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Entry 1	NCFE	603/5059/3	Functional English
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Entry 1-3	AA	600/3984/9	Arts Award Explore
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Pupil 8 - BW- Gateshead College

Entry 3	ASDAN	600/8015/2	Certificate in Employability
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Entry 3	ASDAN	500/5326/7	Certificate of Personal and Social Development
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Entry 3	NCFE		Functional Digital Skills
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Entry 3	NCFE	603/5061/1	Functional Maths
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Entry 3	NCFE	603/5052/0	Functional English
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Entry 1-3	AA	600/3984/9	Arts Award Explore
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Full Award	DofE		Bronze Duke of Edinburgh Award
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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

