



Pupil premium strategy statement: 2025–2026 (Awaiting agreement from Governors)

This statement details our college’s use of pupil premium and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged students. 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 college.

School Overview

Detail	Data
School Name	Cornfield SEMH School
Number of pupils in school	85
Type of SEN	SEMH, MLD, ASD, ADHD, FASD, ODD, PDA, DLD.
Proportion % of pupil premium eligible pupils	76%
Academic year/years that our current pupil premium strategy plan covers	Sept 2025 – 2028
Date this statement was published	Dec 25
Date on which it will be reviewed	June 2026
Statement authorised by	Stuart Simpson (Head teacher)
Pupil Premium Lead	Julie Woodward (SENDCo)
Governor Lead	Clare Moyle

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,993
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£62,993

Part A: Pupil Premium Strategy Plan

Statement of Intent

Demography & School Context

Cornfield SEMH School is a specialist SEMH provision. It is located in Littlehampton in West Sussex and serves a wide area of West Sussex. Students can travel up to an hour by taxi to attend the school. We have a diverse and wide range of needs within the college. The needs of our students are constantly changing. The current range of primary needs being:

Need Type Description	Total
SEMH	72
Communication & Interaction	6
Learning & Cognition	4
ASD	24
ADHD	31
FASD	3
Speech, Language or Communication Need	26

Our long-term objective is to build a systematic and progressive structure of provision, which will 'eliminate the gap' so that the attainment of students in receipt of the PPG is in line with their peers. This means that students will be supported and nurtured to achieve their best and that we will promote their social, emotional, behavioural, academic and vocational development. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all students in our school where funding is spent on whole-school approaches, such as high quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Complex medical and educational needs – number of medical appointments, particularly with CAMHs together with illness affect the progress that our students can make.
2	Complex behavioural needs – affects student progress and attendance. Need for therapeutic, individualised and highly specific focused programmes.
3	Support in planning and preparation for the next stages of their educational journey that needs to be overcome for many students
4	Increase in students with complex mental health needs alongside being academically more able than previous cohorts. This includes anxiety around school attendance and the complex mental health of parent/carers that impact on students' attendance and ability to access the curriculum.
5	In Autumn Term 25/26, 39.13% of student who are PP have an attendance below 80% (persistently absent) DfE education statistics show that in special schools (23/24), persistently absent students ranged from 36.77% to 35.21% (All students). DfE education statistics show that in special schools, severely absence students ranged from 6.43% to 6.66% (all students) Attendance across the whole college can always be better.

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
All students to make good or better progress in Maths/English/Communication from their starting point.	Students will achieve in line or better than their peers based on progress data.
Enable students to be able to self-regulate and manage their own emotions.	Learning Environments in the school are supportive to students' sensory needs and these are adapted to enable young people to feel they can regulate. Students to use

	<p>effective strategies for managing their emotions and building resilience. This could include mindfulness exercises, relaxation techniques, and cognitive behavioural strategies. Regular check-ins with a designated staff member can help monitor their well-being and provide additional support when needed. To achieve self-regulation of emotions to enable them to live full-filled lives with minimal anxiety and fear.</p> <p>Long term reduction in referrals to CMHL</p>
Collaborating and being with others	<p>Maximise their personal ability to tolerate, be with, seek help from or work with others to improve their experience of life as adults. This will include the opportunity to go on teambuilding days and enrichment trips. This is also supported through the Enrichment curriculum that is provided for all students across the school.</p>
Students to have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>Providing inclusive experiences for our young people whether that is bringing others into the school as expert speakers or enabling our young people to gain these experiences in our local community. The school forges partnerships with local business' such as The Goodwood Estate that provide mentoring opportunity for our students from Year 9 and onwards into Post 16 opportunities.</p>
Overall attendance increase and punctuality improves in all groups, but a focus on PP/CWCF	<p>Students at Cornfield School will attend regularly and on time. Attendance data will demonstrate this.</p>

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: **£54,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of a maths Teaching and Learning Responsibility lead, to develop and improve maths teaching across the school in line with DfE guidance.</p> <p>The lead will engage with our local research school and maths hub to develop the quality of maths teaching through CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance: key stages 1 and 2</p> <p>Teaching mathematics at key stage 3</p>	1
<p>Employment of specific LSAs for reading interventions.</p>	<p>Reading interventions in place for those students who are not yet at ARE. Assessed through use of Accelerated Reader to improve comprehension and understanding of subject specific language.</p>	1
<p>Trauma informed and Price CPD</p>	<p>Addressing the Impact of Trauma: Disadvantaged students are more likely to have experienced trauma, which can significantly impact their learning and well-being. Trauma-informed CPD equips staff with the knowledge and strategies to recognize and respond to the needs of these students, creating a supportive and inclusive learning environment (National Child Traumatic Stress Network, 2017). Improved Relationships and Behaviour Management:</p>	2, 4

	<p>Trauma-informed CPD provides staff with skills to build positive relationships with students who have experienced trauma, leading to improved behaviour management and reduced disciplinary issues. By understanding the underlying causes of challenging behaviours, staff can respond in a compassionate and supportive manner (Van der Kolk, 2014). Enhanced Academic Engagement and Achievement: Trauma can have a significant impact on students' ability to engage in learning and achieve their academic potential. Trauma-informed CPD helps staff develop strategies to create a safe and supportive learning environment, enabling students to better regulate their emotions and focus on their studies (Perry, 2017). Positive School Culture and Well-being: Trauma-informed CPD promotes a whole-school approach to supporting students' well-being. By equipping staff with the knowledge and skills to understand and respond to trauma, schools can create a culture of empathy, resilience, and well-being, benefiting all students (Substance Abuse and Mental Health Services Administration, 2014). Long-term Positive Outcomes: Research shows that trauma informed approaches can have a lasting impact on students' lives. By investing in trauma-informed CPD, schools can contribute to breaking the cycle of trauma and disadvantage, leading to improved outcomes for disadvantaged students in the long term (Felitti et al., 1998).</p>	
Training of ELSA	Weekly sessions for identified students particularly struggling with mental health needs.	4
Collaborating and being with others.	Development of the enrichment curriculum for	

Students to have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	The Enrichment Curriculum has been developed to ensure that all students across all phases of the school have an opportunity on a weekly basis to gain new experiences, to go out into the wider community and be around the public. These opportunities develop life skills and support our students in facing challenges that they might otherwise never come into contact with in preparation for next steps/Post 16. 2025–2026 – 165 external visits to date.	2, 3
Speech & Language Therapy/Occupational Therapist.	Work with TIS to input both SALT and OT therapists into school to develop individual sensory strategies/needs together with improving Speech and Language needs.	2, 3

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

Budgeted cost: £28,500

Budgeted Cost: Additional targeted funding from VS received – £4,150:

£650: For IT equipment (desktop PC) for CWCF student (CC)

£3,000: For 1:1 tuition x 2 CWCF students (CC & AM-C)

£500: For online GCSE course x 1 CWCF student (CC)

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1

Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings.		
Additional hours for ICT technician to help some of our disadvantaged cohort who need further support in using technology.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF	1, 2, 3

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

Budgeted cost: **£25,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	4
Public transport training for Year 9–11 pupils. Involves CPD and release time for staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Travel to school for children of compulsory age – Department for Education	3, 5

Total budgeted cost: £108,000

Part B: Review of the previous academic year

Project	Objective	Impact
Technology to support Teaching & Learning in the classroom.	Provision of laptops in class to support the written work of those students that struggling to engage due to learning needs with extended writing tasks.	10 laptops provided across the school for use in classrooms. Students have increased confidence in using technology to support their learning. Laptop trolley enabled more learners to develop skills in technology.
Additional English and Maths interventions	Narrow the gaps in Maths and English, allowing identified students to have access to 1:1/2:1 support for Maths and English.	24/25 allowed disadvantaged students to be taught in smaller groups with a specialist LSA, allowed students to work in a calm and focussed setting not impacted by the challenging behaviours of other students.
Training of key staff within PRICE.	Reduce physical restraints across the whole school. Focus on use of primary and secondary strategies and de-escalation.	Reduction in physical restraints over the previous 3 years by 97.4%.
Providing specialist therapies to support the SEMH needs of our students.	Expansion of the therapy provision to allow more students to access this provision whilst taking into account their preferred access into therapy.	The school has employed therapists in: Music, Drama, Art, Play. 45 Students accessed some form of specialist therapy in addition to the mental health support provided by ELSA/Tutor teams.
Employment and training of an ELSA	Support with the additional mental health needs of our students.	13 Students accessed the ELSA over the Summer Term period. This is an area

		the school will be developing.
Travel Training/WRL	To support the independence and increased confidence of our students to be able to travel via bus/train to and from college.	Key Stage 4 students accessed travel training within their Enrichment timetable. With the exception of 1 student all Post 16 students (24/25) travel independently to and from college.
Enrichment Curriculum	To develop opportunities for our students to experience visits in the local area that they otherwise may not have access to.	2024–2025 – 847 external visits across the academic year. Provided our students with opportunities they have never experienced for example walking a dog, watching deer in the wild, visiting a museum.
Breakfast Club	All students have access to breakfast on a daily basis so they are ready to learn.	Lower School students all have breakfast together each morning – develops social skills together with ensuring students are fed and ready to learn. Period before tutor time provides access to breakfast for Upper School students.