

Pupil premium strategy 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Joseph Clarke School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25, 2025-2026
Date this statement was published	31st December 2025
Date on which it will be reviewed	31st December 2026
Statement authorised by	Chadia Filali-Moutei Principal
Pupil premium lead	Lorraine Boyse Vice Principal
Governor / Trustee lead	Gary Wilkie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,610
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£47,610

Part A: Pupil premium strategy plan

Statement of intent

All our pupils have an Education Health Care Plan (EHCP). The overwhelming majority, including our disadvantaged pupils, are vision impaired. The aim of this strategy is for no pupil to underachieve because of their socio-economic background.

We recognise this additional funding needs to be precisely targeted towards our disadvantaged pupils in order they have the same chances of success at school and their future as their non-disadvantaged peers. Evidence shows that pupils with SEND are more likely to be eligible for free school meals.

[Research Report Supporting children with speech, language and communication needs](#). They may also have lower levels of wellbeing, specifically an increased unhappiness score in relation to their school work, compared to their peers without SEND [SEN support: Case studies from schools and colleges](#).

Knowledge about our pupils' needs and barriers is informed by their EHCP, records about their achievement in school work with their families and other professionals. We use this information to shape our strategy. As an example, evidence indicates that some parents and carers benefit from additional support in knowing how to help their children to learn and make progress. [New guidance report published: Working with Parents to Support... | EEF \(educationendowmentfoundation.org.uk\)](#)

Furthermore, some of our disadvantaged pupils are likely to have to less access to cultural and arts activities and community events due to their disability and/or for socio economic factors consequently, reducing opportunity to develop their conceptual understanding of the world around them through hands-on experiences.

To overcome these barriers our pupil premium strategy focuses on ensuring all disadvantaged pupils are:

- Taught by experienced, qualified teachers of the vision impaired (QTVI accredited).
- Provided for by our adoption of the National Curriculum Framework for Vision Impaired Children and Young People (CFVI) to support their compensatory skills, self-advocacy, social interaction skills and independence.
- Provided with any additional equipment or assistive technology to support their disability.
- Supported to access enrichment experiences and opportunities outside school.
- Provided with timely support to meet social, emotional and mental health needs.
- Receive sharply focused teaching intervention as appropriate, to address any gaps in learning.
- Supported for learning at home through our family support offer for parents and carers.
- Able to develop their self- esteem and confidence through our specialist Habilitation support.

The key principles of our strategy are that 100% of our disadvantaged pupils:

- Progress to their next stage in education, training, employment or supported living.
- Make strong progress in line with their education and health care plans.
- Gain qualifications to support access to their next stage in education, training or employment.
- Develop as individuals with a firm sense of self-worth and identity with skills in place to prepare them for the transition to adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Sustaining good progress with independent mobility and orientation skills and independent living and life skills – at school and at home.
2	Providing trauma informed positive behaviour support to ensure pupils have the optimum opportunities to learn and make progress.
3	Ensuring good emotional well-being post C19 and/or other factors including SEND. Many students with SEND, including those who are disadvantaged, lack metacognitive / self-regulation strategies when faced with challenging situations which means that anxiety levels increase, and performance can decrease if these anxieties are not properly managed.
4	Reduced opportunities to access enrichment in and out of school e.g. cultural, arts and community events.
5	Reduced opportunities for meaningful work experience in Vision Impairment friendly environments.

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
1. There is no gap between the progress of disadvantaged pupils with a vision impairment and their non-disadvantaged peers with regards to their independent mobility and independent living skills	Leaders' monitoring of Habilitation records shows disadvantaged pupils acquire knowledge and skills in line with their non – disadvantaged peers in relation to: • <i>Pre- cane skills</i> • <i>Use of long cane</i> • <i>Navigation of familiar routes on and off site</i> • <i>Eating</i> • <i>Drinking</i> • <i>Dressing</i> • <i>Managing the home</i> 100% of disadvantaged pupils will be provided with specialist equipment for use at home and at school as required.

2. A culture of positive behaviour support will be sustained throughout the school following the principles of “ProActive Approaches”	Disadvantaged pupils will be supported to learn more adaptive and functional behaviours which will enable them to experience an enhanced quality of life as their behaviour which causes concern diminishes. Data will show pupils are more regulated in class and recording fewer incidents of concern. Staff demonstrate confidence in applying +Proactive strategies throughout the day.
3. Disadvantaged pupils receive comprehensive and timely support for their emotional well-being	All disadvantaged pupils requiring additional support for their emotional well-being will be referred to other agencies in a timely manner and the impact of that support will be monitored by SLT. There will be extremely low incidents of bullying, challenging behaviour or restrictive practice. Individual case studies show the impact of mental health strategies. Leaders monitoring curriculum implementation (learning walks, book looks, achievement data, pupils survey and feedback) demonstrates that disadvantaged pupils are largely engaged in their learning. Improved metacognitive and self-regulatory skills are evident among disadvantaged pupils across all subjects. Strong curriculum impact is evident in pupils’ achievement and demonstrated in pupil progress meetings - with no gap between the disadvantaged pupils and their peers.
4. Disadvantaged pupils will be provided with high quality access to the arts during 2025-2026	Disadvantaged pupils will gain access to a range of arts, cultural and community activities throughout the year. Knowledge and skills gained from high quality arts and enrichment activities will be generalised to other aspects of the day including: ● <i>Knowledge of visual artists and genres</i> ● <i>Knowledge of musical genres and specific instrumental skills</i> ● <i>Turn-taking, sharing, groupwork and participation</i> ● <i>Evaluation skills and ability to make improvements</i> ● <i>Opportunities to engage in community events</i>
5. Disadvantaged pupils will have the opportunity to	Disadvantaged pupils will engage in work experience placements at the JCS cafe according to their individual needs.

take part in meaningful work experience at the JCS cafe to develop employability skills appropriately supported by experienced staff	Pupils will be supported to participate in all roles including; front of house, interaction with the public, cleaning and hygiene, food preparation and taking payments. Pupils with vision impairment will be supported by the Habilitation Team to navigate the environment and to learn compensatory strategies to use equipment in order to fulfil all functions of a cafe worker according to ability level.
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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

Budgeted cost £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arts enrichment programme, utilising visiting artists, musicians and sports providers, and educational visits	£1000 The specific and wider educational benefits of a strong arts education especially for the vision impaired is well documented and evidenced including by the RNIB. See: www.rnib.org.uk/information-everyday-living-home-and-leisure-music/music-education The Education Endowment Foundation identifies that benefits such as more positive attitudes to learning and increased well-being have consistently been reported from arts education opportunities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation The Joseph Rowntree Foundation, 2007 identified that young people from families in poverty participate in fewer organised out-of-school activities than their more affluent peers. Through their lack of participation in out-of-school activities, young people in poverty are denied important learning experiences, which may affect their engagement in the more formal learning in school.	4
Work Experience opportunities at JCS Cafe	£18,500 The most recent national percentage for the proportion of adults with a learning disability who are in paid employment) in England was 4.8% in 2022/23 as reported in Measures of Adult Social Care Outcomes framework ASCOF. This makes them the most excluded group from the workforce. Government Guidance on Supported Internships, 2025 Supported Internships acknowledges that with the right	5

	preparation, the overwhelming majority of young people with SEND are capable of sustaining paid employment. Work experience is an important part of any young person's journey towards employment. However, young people with SEND often struggle to gain even one meaningful experience of being in the workplace. The placement can be experiential, vocational or extended and is important in raising aspirations and developing skills. CFDC - Preparing for Adulthood	
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Targeted academic support (for interventions) example, tutoring, one-to-one support structured

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Habilitation Officer provided to develop mobility and independent living skills	£10,000 The RNIB details the role of the Habilitation professional in supporting young people with a vision impairment to achieve greater independence in mobility and skills for daily living. https://www.rnib.org.uk/health-social-care-and-education-professionals/education-professionals/teaching-and-learning-guidance	1
Provision of specialist resources to aid mobility, independent living skills and any other specialist equipment required to support an individual disadvantaged pupil to have access to learning	£500 The RNIB document: Access to Learning identifies ways to remove barriers to learning and participation for learners who have vision impairment (VI), by making teaching and learning resources accessible. https://www.rnib.org.uk/health-social-care-and-education-professionals/education-professionals/teaching-and-learning-guidance	1, 5

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

Budgeted cost: £17,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Wellbeing Coordinator post maintained to support mental health for pupils and assist with managing	£4,365 It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood Promoting children	3

medical conditions in school.	and young people's mental health and wellbeing (publishing.service.gov.uk) There is a growing body of research identifying the harmful effects of adverse childhood experiences (ACEs) on the rest of a person's life. Knowing about any trauma a pupil has experienced or is experiencing can inform support a school provides. EEF Improving Behaviour in Schools 2021 .	
Fortnightly counselling sessions from RSBC to support pupils to identify positively with their vision impairment.	£9,500 Vision loss has a negative impact on symptoms of depression and feelings of anxiety The impact of low vision on activities of daily living, symptoms of depression, feelings of anxiety and social support in community-living older adults seeking vision rehabilitation services - PMC (nih.gov) Findings from the study (Emotional support and counselling for people with visual impairment: Quantitative findings from a mixed methods pilot study - Barr - 2012 - Counselling and Psychotherapy Research - Wiley Online Library) augment the growing evidence that emotional support and counselling services can play an important role alongside and within related vision services.	3
Providing training for all staff in +ProActive Approaches principles. Refresher training for 3 members of staff to maintain accredited ProActive trainer status.	£3,745 The Positive Behaviour Support intervention framework is commonly used in the disability sector to support people with disabilities (in particular, people with intellectual disabilities) who exhibit challenging behaviours such as aggression and self-injury LaVigna & Willis 2012 As a framework, Positive Behaviour Support emphasises behaviour change and promoting quality of life (Leif et al., Citation2024) for people who exhibit challenging behaviours, which typically develop as a method of addressing unmet needs and may also be related to past trauma (Wigham & Emerson,2015). Trauma and Life Events in Adults with Intellectual Disability Current Developmental Disorders Reports (springer.com) +ProActive Approaches as a behaviour support framework is accredited by BILD and the Restraint Reduction Network.	2

Total budgeted cost: £47,610

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 2024 to 2025 academic year.

Sustaining good progress with independent mobility and orientation skills and Independent living and life skills, at school and at home:

Our disadvantaged pupils with a vision impairment continue to show an improvement in skills as a result of the support provided by the Habilitation Team. Evidence from Habilitation reports submitted as evidence for Annual Review meetings details improved outcomes and progress towards targets in mobility and orientation. Observation by leaders of pupils moving around the school and on educational visits off site confirms an increase in skill acquisition and confident application to both familiar and unfamiliar environments according to level of development. Video evidence from the Evidence for Learning software platform shows a significant increase in independent mobility for a small number of targeted children. Independent living skills programmes have been successfully embedded, with appropriate targets provided by the Habilitation Team and structured plans to enable staff to teach household management skills in the Independence Chalet have been provided. This has resulted in progress towards EHC Plan outcomes for Independence and Social Development as evidenced in EHCP tracker documentation which is monitored by the leadership team.

Parents have been supported through Habilitation workshops in school and some families have received direct support through home visits to transfer mobility skills into the local environment when appropriate.

A portion of the funding was used to provide resources for individual pupils to support learning where required. Specialist cutlery and plates promoted independence with eating skills and some pupils were provided with a long cane.

Ensuring good emotional well-being

The Emotional Well-being Co-ordinator continued to support pupils throughout the year to better manage their emotional regulation. Feedback from pupils indicated that they valued opportunities to meet with the EWC and parents requested the input when their children were known to be experiencing challenges. Fortnightly counselling sessions from RSBC (Royal Society for Blind Children) continued to be successful in supporting pupils to come to terms with their vision impairment and its impact on their lives and their futures. 100% of young people seen by the counsellor were reported to have increased their Goal Based Outcomes scores by an overall increase of 62.5%.

Three members of the Leadership Team completed Train the Trainer accreditation with +ProActive Approaches behaviour support which enabled the school to become trauma responsive, continuously meeting and evolving to meet the needs of pupils. Staff received training throughout the year on the Proactive Approach which includes in depth discussion around viewing behaviour responses of children through different lenses, including;

- Child development
- Attachment Theory
- Trauma

- Shame

As a result, staff are more confident at viewing responses within different contexts and more confident to be emotionally available to pupils at all times with a greater understanding of the need to form genuine relationships with pupils to support positive engagement in school.

Enrichment activities

Pupils had opportunities to access enrichment in and out of school through cultural, arts and community events. A group of Post 16 students accessed a local Horticulture education project for the whole year developing practical skills for leisure, work experience and preparation for adulthood. Another group accessed the local gym weekly and followed personal exercise programmes to develop healthier lifestyles and leisure interests. A small number of pupils visited Kew Gardens as part of their GCSE Art studies.