

# Marland School Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils / students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils / students last academic year.

## School overview

Detail	Data
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	76%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by Exec. Principal	Keith Bennett
Pupil premium leads (Headteachers)	Ross Davage (Primary School) Sally Hague (Secondary Day School - Bideford) Matt Walder (Secondary Day School - Barnstaple) Matt Tithecott (Residential School - Peters Marland)
Governor lead	Kathy Martin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,260
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£143,260</b>

# Part A: Pupil premium strategy plan 2025-26

## Statement of intent

All pupils / students have an EHCP for Social, Emotional and/or Mental Health (SEMH) needs at the core of a complex range of additional need. This complexity of need has often previously precluded them from succeeding and/or achieving their full potential within either mainstream or special day / weekly boarding provision.

Many have been out of full-time schooling for a considerable period, either refusing / not attending provision that has been provided or having been excluded or 'moved' without successful replacement. The degree and complexity of each individual's need necessitates the continuity, stability and support either provided by our specialised 24 hour / 5 day term time provision or by our separate day school provisions. The aim of both is to enable each child to stand every chance of achieving their full potential by successfully accessing a high quality broad and balanced education on a consistent basis, in a safe and stable environment, with consistent boundaries and expectations. The school also has a major ethos focus on personalisation to meet each individual student's holistic needs.

As in previous years, Marland School continues to use the pupil premium to help us achieve and sustain positive outcomes for our disadvantaged learners. Whilst socio-economic disadvantage is not usually the primary challenge our SEND pupils / students face, this important aspect can compound

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on relational and restorative practices where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced interesting and stimulating curriculum.

Although our strategy is focused on the needs of disadvantaged pupils / students, it will benefit all pupils / students in our schools 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 pupils / students will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils / students 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.

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.	<p>Complex Social, Emotional and/or Mental Health (SEMH) needs, frequently resulting in attention, emotional regulation control and behavioural issues. The complexity of need in many instances includes one or more of the following:</p> <ul style="list-style-type: none"> <li>• Autism Spectrum Condition (ASC)</li> <li>• Pathological Demand Avoidance</li> <li>• Attachment Disorder</li> <li>• Speech, Language &amp; Communication Needs (SLCN)</li> <li>• Sensory Impairment</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Moderate Learning Difficulties (MLD)</li> <li>• Significant learning delays (especially with literacy &amp; reading)</li> <li>• Post-Traumatic Stress Disorder (PTSD)</li> <li>• Oppositional Defiance Disorder (ODD)</li> </ul>
2.	<p>Prior disruption to learning opportunities in previous educational settings (including an increasing trend of attendance issues, mirrored nationally), combined with SEMH and additional complex needs, frequently causes attendance / engagement issues, gaps in learning and/or learning delay.</p>
3.	<p>Internal and external assessments show that disadvantaged pupils / students generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.</p>
4.	<p>Our assessments, observations and discussions with pupils / students show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.</p>
5.	<p>Our assessments, observations and discussions with pupils / students show that disadvantaged pupils / students generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.</p>
6.	<p>Our assessments, observations and conversations with pupils / students indicate that disadvantaged pupils / students often require additional support to develop personal skills, e.g., interpersonal, independent travel, etc.</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
<p>Meeting pupils / students emotional and social needs at the outset on a personalised basis before they manifest into negative behaviours and further disrupt learning.</p> <p>Effective learning can only take place when a person is calm, in control and emotionally, socially and behaviourally stable.</p> <p>These measures have been deployed to help to address such needs on a targeted individual basis to stabilise behaviour and maximise learning opportunities, progress, achievement and attainment.</p>	<p>The following criteria measured by baseline on-entry assessment followed by regular in year progress assessment and final achievement, attainment and destination outcomes:</p> <p>Improved attendance for reluctant attenders (all categories).</p> <p>Significantly improved consistent engagement with learning.</p> <p>Significantly reduced negative behaviour.</p> <p>Positive, aspirational progress in all areas:</p> <ul style="list-style-type: none"> <li>- Social</li> <li>- Emotional</li> <li>- Academic</li> <li>- Vocational</li> <li>- Skills based</li> </ul> <p>Good levels of achievement and attainment that are contextually maximised to each student's potential ability.</p> <p>Positive non-NEET post 16 transition destinations that are maximised on a personalised, preference basis.</p>
<p>Meeting each individual student's special needs on an appropriately personalised basis to ensure that any such barriers to learning are minimised / overcome wherever possible.</p> <p>In addition, effective learning can also only take place when a person has their individual needs appropriately met.</p> <p>Again, these additional measures have been deployed to help to address such needs on a targeted individual basis to maximise learning opportunities, progress, achievement, attainment and positive transition destinations.</p>	
<p>Generally remotivate and re-engage disaffected students with their learning to maximise progress, achievement, attainment and positive transition destinations.</p>	
<p>Disadvantaged pupils / students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with pupils and their families.</p>
<p>Disadvantaged pupils / students feel better prepared for further education, employment or training.</p>	<p>All disadvantaged pupils can access high quality work experience and careers mentoring (where viable).</p> <p>By the end of the academic year, disadvantaged pupils are progressing to further education in the same proportions as their peers.</p>

## Activity in this 2025-26 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: **£41,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation, development and expansion of the 'Pathways' curriculum in the core subjects of English, Maths and Science, prior to roll out expansion into the foundation subjects. This will focus on upskilling T&L staff via working party and additional training release time and support. Aim to further improve individual targeted PP students' literacy, phonics and numeracy skills.	Continuity of high-quality approach delivered by all staff in all school's results in improved Literacy & Numeracy outcomes for all learners. Especially pertinent with the recent significant increase in additional special needs, including literacy and numeracy needs, experienced by many of the newly referred cohort. Evidenced by ' <i>progress and attainment</i> ' data.	All 6.
Targeted 'Learning Support Mentoring' focussed on re-engaging disaffected students with their learning.	Improved engagement with learning / minimised disengagement. Evidenced by student ' <i>engagement in learning</i> ' tracking data and ultimately the ' <i>progress and attainment</i> ' data.	All 6.
Further expand middle leadership expertise by encouraging participation in pertinent NCSL NPQ and other leadership coaching CPD opportunities.	Mid to long term improvement in middle leadership staff expertise and the knock-on improvement to student success. Evidenced in the short term by uptake and in the medium to longer term by ' <i>student outcome</i> ' data.	All 6.
Increase teaching expertise by supporting Instructors to gain QTS.	Mid to long term improvement in curricular subject delivery and student progress / attainment success rates. Evidenced in the short term by uptake and improved learning delivery tracking and in the medium to longer term by ' <i>student outcome</i> ' data.	All 6.

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

Budgeted cost: **£45,370**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing provision of targeted 1:1 and class-based literacy & numeracy intervention support for students by specialist trained STA / TA staff on each school site.	Improved literacy & numeracy outcomes for targeted students identified as requiring such intervention.  Evidenced by ' <i>progress and attainment</i> ' data.	All 6.
Continuing access to 1:1 staff provision enabling enhanced opportunities for students to undertake post 16 Further Education 'sampler' experiences.	Giving Year 11 leaver students every opportunity to leave Marland and transition to a positive aspirational post 16 destination of their choice.  Evidenced by ' <i>Destination</i> ' data (targeting a continuation of 100% Non-NEET).	All 6.
Continued / increased commissioning of 1:1 therapeutic support to meet students' individual social and emotional regulation needs: <ul style="list-style-type: none"> <li>- 'Supportive Listener' at our two secondary and one residential schools.</li> <li>- 'Play Therapist' at our primary school.</li> </ul>	Improved mental health, wellbeing, emotional regulation and engagement with learning.  Evidenced by all student tracking data, especially 'Thrive Social & Emotional Wellbeing' progress data.	All 6.

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

Budgeted cost: **£56,570**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expansion of the whole school tracking and development of social & emotional maturity and literacy through the THRIVE programme.  To include: <ul style="list-style-type: none"> <li>• Thrive Leader Level 5 training accreditation.</li> <li>• Further THRIVE Practitioner staff training.</li> <li>• Further resourcing of the THRIVE hubs.</li> </ul>	Improved mental health, wellbeing, emotional regulation and engagement with learning.  Evidenced by all student tracking data, especially 'Thrive Social & Emotional Wellbeing' progress data.	All 6.
Continuing provision of the successful daily 'Breakfast Club' at our three day schools (primary & secondary), ensuring	Improved health, wellbeing, emotional regulation and engagement with learning.	

that ALL children (including PP students) receive a positive nutritious start to each school day and are in the right frame of mind to access learning.	Evidenced by all student tracking data.	All 6.
Continuing provision of mid-day meals at our 3 day schools for all PP students, ensuring that they receive appropriate nutritious food across each school day (in addition to breakfast club).	Improved health, wellbeing, emotional regulation and engagement with learning. Evidenced by all student tracking data.	All 6.
Reading programme: Continuation of the weekly incentive scheme to further encourage reluctant student readers to access challenging age / interest appropriate reading materials daily.	Improved literacy and reading age outcomes for targeted students identified as requiring such intervention.  Evidenced by <i>'progress and attainment'</i> data.	All 6.
Continued enhancement funding to further promote 'Reading' as a regular vitally important activity through the provision of age / ability / interest appropriate media. Including reading software, paper books and e-books; all matched to student needs and improved reading age progression.	Improved engagement with meaningful reading opportunities to try to establish a 'thirst for reading' with reluctant students and/or those with low self-esteem.  Evidenced by <i>'progress and attainment'</i> data.	All 6.
Continued provision of a broad range of short term (daily / weekly) and medium term (termly / half termly) incentives to enhance sustained engagement with learning and continue to improve progression, achievement, and attainment for students.	Improved engagement with all learning opportunities and reduced negative behaviour / dysregulation. An improved understanding of the benefits of what high quality learning can give students to improve their future life opportunities. Evidenced by <i>'progress and attainment'</i> data outcomes.	All 6.
Continued commissioning of additional 1:1 targeted curriculum enhancement opportunities (i.e. music tuition, horse riding, ice skating, bespoke vocational opportunities, etc. – personalised to student needs / preference) to promote and sustain engagement with learning for students.	Improved motivation and engagement with learning with alternative <i>'fun'</i> activities and reduction in emotional dysregulation / improved behaviour. Evidenced by all student <i>'holistic progress'</i> tracking data.	All 6.
Continued commissioning of whole group curriculum enhancement opportunities (cultural / expressive music, creative expressive arts / drama, scientific, etc.).	Improved motivation and engagement with learning with alternative <i>'fun'</i> activities and reduction in emotional dysregulation / improved behaviour.  Evidenced by all student <i>'holistic progress'</i> tracking data.	All 6.

**Total budgeted cost: £143,260**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The impact that our pupil premium activity had on students in the 2024-25 academic year was generally positive in most of our 'Planned Action' areas and this helped to mitigate the minimal availability of multi-agency specialist services realistically accessible to the school due the national and local public sector combined SEND and financial crisis.

Many of the 'Planned Actions' have been continued into the 2025-26 academic year as they are ongoing priorities that require sustainable funding.

#### PROGRESS TOWARDS ACHIEVING THE 2023-24 'PLANNED ACTIONS':

1. TEACHING	
Actions	Outcomes
Continuation and development of additional provision of Literacy & Numeracy training amongst the T&L staff team to upskill in these critical areas. Including refresher 'Phonics' training where need dictates for T&L staff on a phased / ongoing basis.	<p>Significant improvements made in the delivery of phonics. Increased staff confidence in cross-curricula delivery across multiple subjects.</p> <p>Lead literacy teacher has undertaken NPQLL training (Leading Literacy) to further develop delivery across all school sites.</p> <p>Whole school Numeracy training has taken place to raise confidence in delivery Numeracy in all subject areas.</p> <p>Targeted individual students with identified need have seen accelerated progress with their literacy and numeracy achievement in many cases. Evidenced by '<i>progress and attainment</i>' data.</p>
Targeted 'Learning Support Mentoring' focussed on re-engaging disaffected students with their learning.	<p>For most pupils / students the outcome was reduced disengagement from lessons / reduced negative behaviour / reduced need for reactive behaviour measures by staff / increased access to learning / improved levels of progress and achievement.</p> <p>However, for a minority, their anxiety and mental health exacerbated their SEMH needs and they struggled to achieve the same outcomes.</p> <p>Evidenced by student '<i>engagement in learning</i>', '<i>behaviour</i>' &amp; '<i>Thrive progress</i>' tracking data and ultimately the '<i>progress and attainment</i>' data.</p>
Further expand middle leadership expertise by encouraging participation in pertinent NCSL NPQ CPD opportunities.	Level 6 Careers Lead training ongoing by a middle leader to further enhance the school's overall careers offer.

	<p>5 Middle &amp; Senior Leaders have undertaken / are undertaking NCSL NPQ training, a level 5 leadership apprenticeship and/or external provider 1:1 Leadership Coaching. Impact evidenced in the short term by positive progress data in several areas (student progress and staff performance). Also evidenced by the regular school commissioned external 'School Improvement Adviser (SIA) monitoring and curriculum development visits.</p>
<p>Increase teaching expertise by supporting Instructors to gain QTS.</p>	<p>One Instructor is currently undertaking a Teaching Apprenticeship to gain QTS. In addition, an ex-residential care worker returned to the school at the first opportunity after completing his QTS accreditation with another special school and has now successfully completed his ECT accreditation through Marland.</p>

<b>2. TARGETED ACADEMIC SUPPORT</b>	
<b>Actions</b>	<b>Outcomes</b>
<p>Continuing provision of targeted 1:1 and class-based literacy &amp; numeracy intervention support for students by specialist trained STA / TA staff on each school site.</p>	<p>Targeted interventions continue to have good outcomes across the whole school, raising standards and plugging gaps in both Literacy and Numeracy.</p> <p>Trained staff established on each site with support processes becoming increasingly embedded. Interventions were positively acknowledged by Ofsted in March 2023 and by the external SIA over the past academic year. This remains an ongoing priority to standardise &amp; embed across all sites to the required high standard. Further evidenced by <i>'progress and attainment'</i> data.</p>
<p>Continuing access to 1:1 staff provision enabling enhanced opportunities for students to undertake post 16 Further Education 'sampler' experiences.</p>	<p>Under the supervision of the overall whole school Careers Lead, the Extended Learning Coordinator is now working equitably to cover each of the 3 secondary sites to provide enhanced Post 16 and Careers related opportunities, and develop viable workplace experience options.</p> <p>Opportunities successfully provided. 10% Non-NEET outcome for September 2025 – a successful outcome for all.</p> <p>Evidenced by the Marland <i>'Post 16 Destination'</i> and <i>'Gatsby Benchmark'</i> data.</p>

<p>Continued / increased commissioning of 1:1 therapeutic support to meet students' individual social and emotional regulation needs:</p> <ul style="list-style-type: none"> <li>- 'Supportive Listener' at our two secondary and one residential schools.</li> <li>- 'Play Therapist' at our primary school.</li> <li>- Work Experience / Animal Therapy</li> </ul>	<p>'Therapy' staff established across all 4 school sites. In addition, from September 2024 the school commissioned expensive 'Music Therapy' from an external specialist national provider (accredited by Ofsted as 'Outstanding') for one day per week at the Primary School.</p> <p>The progress from this is difficult to quantify, however these relational, child centred therapeutic approaches play a major part in the ongoing success of the school, including in relation to increased learning engagement and improved mental health.</p> <p>These are acknowledged as a strength in the positive March 2023 Ofsted report and has had a positive impact on the emotional &amp; social development of many pupils / students as evidenced in the holistic progress tracking data.</p>
--	--

<b>3. WIDER STRATEGIES</b>	
<b>Actions</b>	<b>Outcomes</b>
<p>Expansion of the whole school tracking and development of social &amp; emotional maturity and literacy through the THRIVE programme. To include:</p> <ul style="list-style-type: none"> <li>• Further THRIVE staff training.</li> <li>• Expansion of the THRIVE hubs to create one on each of the 4 school sites.</li> </ul>	<p>THRIVE underpins the school's supportive approach towards meeting the needs of its learners. Most make good progress in the THRIVE development stages.</p> <p>An Assistant Headteacher has commenced a Level 5 Thrive Leadership apprenticeship aimed at enhancing the strategic development of this important social &amp; emotional needs led aspect of our students' SEND.</p> <p>All 4 school sites now have at least 2 THRIVE trained practitioners and dedicated purpose designed or refurbished therapy rooms / buildings. These facilitate further promotion of healthy social and emotional development in all our young learners whilst offering the chance to explore, stimulate and develop their sensory needs in safe dedicated space. Pupil / student engagement with these facilities has proven to be excellent and progress is positive for most, as evidenced in the pertinent tracking data.</p> <p>Each school now has a dedicated Thrive Hub to support this important developmental aspect of our holistic curricula offer.</p>

<p>Continuing provision of the successful daily 'Breakfast Club' at our three day schools (primary &amp; secondary), ensuring that ALL children (including PP students) receive a positive nutritious start to each school day and are in the right frame of mind to access learning.</p>	<p>The explicitly identifiable impact of this has been difficult to separately identify but it is likely that this provision has positively affected health, wellbeing, emotional regulation and engagement with learning for this vulnerable group. It has clearly met welfare needs and has facilitated improved preparedness for learning across the school day.</p>
<p>Continuing provision of mid-day meals at our three day schools for all PP students, ensuring that they receive appropriate nutritious food across each school day (in addition to breakfast club).</p>	<p>Evidenced by positive student tracking data.</p>
<p>Continued enhancement funding to further promote 'Reading' as a regular vitally important activity through the provision of age / ability / interest appropriate media. Including reading software, paper books and e-books; all matched to student needs and improved reading age progression.</p>	<p>Reading levels across the whole school are continuing to improve. Dedicated reading lessons help to promote the importance of reading and a large variety of reading materials have encouraged more reluctant readers into good reading habits.</p> <p>Generally successful and explicitly acknowledged as such in the March 2023 'GOOD' Ofsted Section 5 inspection report. Targeted reading participation is generally positive, with less refusers, resulting in an increasing rate of reading proficiency / progression.</p> <p>Evidenced by <i>'progress and attainment'</i> data.</p>
<p>Continued enhancement funding to further promote 'Reading' as a regular vitally important activity through the provision of age / ability / interest appropriate media. Including reading software, paper books and e-books; all matched to student needs and improved reading age progression.</p>	<p>Increasingly, reluctant readers are more willing to engage in reading the broad range of materials on offer and engage with the different approaches deployed with encouraging active reading.</p> <p>Reading uptake continues to improve across all sites and was praised by Ofsted in the March 2023 inspection.</p> <p>Evidenced by <i>'progress and attainment'</i> data.</p>
<p>Continued provision of a broad range of short term (daily / weekly) and medium term (termly / half termly) incentives to enhance sustained engagement with learning and continue to improve progression, achievement, and attainment for students.</p>	<p>Tailored reward systems at each school site continue to promote positive attitudes towards learning and encourage improvements in learning engagement and positive progress outcomes for most.</p> <p>Generally very effective. Reduced disengagement from lessons / increased access to learning / improved levels of achievement.</p> <p>Evidenced by holistic progress tracking outcomes data.</p>

<p>Continued commissioning of additional 1:1 targeted curriculum enhancement opportunities (music tuition, horse riding, ice skating, bespoke vocational opportunities, etc. – personalised to student needs / preference) to promote and sustain engagement with learning for students.</p>	<p>The external specialist ‘Music Therapy’ commissioned for the 2024-25 academic year across all sites had a positive impact on the social and emotional needs of most learners.</p> <p>The comprehensive in-house ‘Outdoor Learning’ and ‘Forest School’ offers positively enriched the overall broad and balanced curriculum offer with its personalised approach and positive outcomes for most.</p>
<p>Continued commissioning of whole group curriculum enhancement opportunities (cultural / expressive music, creative expressive arts / drama, scientific, etc.).</p>	<p>Successful off-site learning (including long distance educational visits) had a significant positive impact on the subsequent learning taking place in the classroom.</p> <p>Increased access to broader learning opportunities and a wider range of achievement / attainment.</p> <p>Generally, very effective, proven by increasing engagement and improving self-regulation.</p> <p>Also, explicit praise from Ofsted of the ‘ambitious curriculum’ that ‘provides a broad and balanced learning experience’.</p>

## Summary

Whilst the school continues to work with a small but increasing and significant proportion of students with mental health, anxiety and engagement issues, most in receipt of Pupil Premium make positive progress.

Most Year 11 leavers achieved a range of positive attainment (all achieved at least some), and all 18 went on to successful post 16 destinations (100% Non-NEET in September 2025).

Overall engagement with learning opportunities across the full 24-hour curriculum continues to improve for most and this is reflected in the generally positive and improving attitude from most students towards their learning. This was corroborated by Ofsted in their two most recent inspections:

- March 2023: Education Full Section 5 Inspection: GOOD
- March 2025: Residential Social Care Inspection: OUTSTANDING

The need for reactive behaviour management strategies remains at a relatively low level when compared with the severity and complexity of student SEND (see tracking data). Similarly, emotional developmental progress continues to remain positive (see ‘Thrive’ assessment data).

It is difficult to compare Pupil Premium students’ progress and achievement with those not identified with this need when all Marland students have a range of EHCP identified complex SEMH &/or ASD related special educational need and 77% qualified for Pupil Premium in the 2024-25 academic year (i.e. the significant majority).

The school is committed to continuing to deploy this additional money to target identified 'PP' related student need by utilising the broad range of strategies outlined in this summary report on a personalised, needs led, relational practice basis.

## Externally provided programmes

Programme	Provider
Music Therapy for Primary pupils.	Chroma
Animal Therapy	Woolmers Farm

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A: Too few SPP students to quantify.
The impact of that spending on service pupil premium eligible pupils
N/A: Too few SPP students to quantify.