

Pupil premium strategy statement – Chatten Free 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	75
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Kate Finch
Pupil premium lead	Millie Backhouse
Governor / Trustee lead	Andrew Hensman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£26,700

Part A: Pupil premium strategy plan

Statement of intent

At Chatten Free School, our mission is to provide a highly personalised, inclusive, and aspirational education for all our pupils. We are committed to ensuring that every pupil, regardless of their background or starting point, receives the support they need to thrive across all areas of their life.

The purpose of our Pupil Premium Strategy is to ensure that the additional funding allocated to disadvantaged pupils is used effectively to close attainment gaps, enhance engagement, and improve life outcomes. We understand that disadvantage can take many forms and that pupils in receipt of Pupil Premium funding may face a range of barriers to learning, including socio-economic challenges, disrupted education, and limited access to enriching experiences.

Our strategy is rooted in evidence-based approaches that are tailored to the specific needs of our pupils. This includes high-quality teaching, targeted interventions, and therapeutic support that foster communication, social interaction, community integration, independence, and emotional wellbeing. We work in close partnership with families, therapists, and external agencies to provide a holistic and coordinated approach.

We believe that success for our pupils in receipt of Pupil Premium funding is not solely measured in EHCP outcomes, but also in increased confidence, happiness and engagement, improved behaviour and regulation, and readiness for adult life beyond school. Through our strategy, we aim to remove barriers, raise aspirations, and create opportunities so that every child can achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Due to barriers in communication, many pupils find it difficult to express their needs and wants and often join us with no functional communication system. This results in high levels of frustration and has a hugely detrimental effect on their quality of life.
2	Due to pupil's barriers to learning and communication, many pupils (and their families) find puberty a particularly confusing and challenging time.
3	Due to behavioural, sensory and communication barriers, many pupils' access to the community and extra curricula activities is extremely limited outside of school due to the need for high staff support ratios required to keep specific pupils safe.
4	Due to cognitive and behavioural barriers, some pupils find it difficult to access important aspects of the curriculum and require highly specialist interventions and additional therapeutic support.
5	Due to cognitive, communication and behavioural barriers, many pupils transition to adulthood is highly complex and many pupils are unable to access work experience and community-based provisions.

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 pupils will have a functional communication system and be supported in an environment using a total communication approach.	All pupils will have the appropriate resources for their functional communication system (including AAC where required)
All pupils will engage in meaningful RSE sessions led by trained members of staff	- All pupils accessing RSE sessions (either group or 1:1) led by trained members of staff - All staff will receive in house RSE training - A group of staff will receive RSE training from external specialists - Pupils will have access to highly specialist and individualised

	resources to support their understanding of puberty • School will engage with external RSE specialists to support pupils with more complex needs in this area
All pupils will be accessing the community at least once a week	• All pupils will access a meaningful and functional community trip each week • Trip leads will receive specialist trip leader training
All pupils will be engaging in most areas of a highly individualised curriculum and those who require more intensive support will have access to additional specialist and therapeutic interventions to support their engagement	• Teachers will receive specialist CPD to support all pupils to engage in the curriculum • External specialist therapists will work with pupils who require therapeutic interventions • School will engage with external specialists for support with pupils with most complex needs • Pupils will have access to highly specialist sensory equipment to support regulation and readiness for learning • Families will have access to family support through our DSL/pastoral lead
All sixth form pupils will have access to external work experience (where meaningful and functional) or individualised community-based activities All pupils will have access to in-school work encounters	• Pupils will have access to at least one work encounter each year • Sixth form pupils will have access to a range of external work experience and training opportunities

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: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Further specialist RSE training for some teachers and behaviour analysts</i>	Specialist RSE training for pupils with severe learning difficulties delivered by expert RSE specialist from Body Sense Education https://bodysenseeducation.co.uk/training/ Sexual Behaviour Analysis training from certified Sexual Behaviour Analysts from Empowered https://www.empoweredcenter.com/about.html	2
<i>Supervision and training for teachers implementing specialist Skills Based Therapy intervention</i>	Supervision provided by specialist behaviour analysts from FTF consulting: https://ftfbc.com/ Evidence to show the effectiveness of skills-based intervention in the reduction of challenging behaviour and increase of functional communication and tolerance skills: https://pubmed.ncbi.nlm.nih.gov/42802216/	1, 4
<i>Communication devices and other speech and language resources to support pupils to be able to functionally communicate their needs and wants</i>	The importance of teaching functional communication to children and young people: https://www.abtaba.com/blog/why-is-functional-communication-important	1, 4

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

Budgeted cost: £4540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist RSE resources for 1:1 and small group RSE interventions</i>	Highly specialist RSE resources advised by the Chailey Heritage Foundation: https://chf.org.uk/services/sex-factor/	2
<i>Specialist external work experience training programmes (1:1 or small group)</i>	Evidence about the lack of opportunities and barriers for autistic people in finding work and the importance of providing access to specialist training and work experience: https://www.gov.uk/government/publications/the-buckland-review-of-autism-employment-report-and-recommendations/the-buckland-review-of-autism-employment-report-and-recommendations Example of specialist training provider our pupils access: https://levelbestenterprises.co.uk/	5

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

Budgeted cost: £13,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Art Therapy</i>	Evidence of art therapy reducing stress and improving social communication and language in autistic children: https://pmc.ncbi.nlm.nih.gov/articles/PMC12652869/	4, 1
<i>Sensory resources to support regulation and wellbeing</i>	Benefits of sensory equipment for improving regulation and sensory processing for autistic individuals: https://www.mastermindbehavior.com/post/benefits-of-sensory-toys	4

<i>Community trips</i>	Importance of community inclusion for autistic individuals: https://www.magnetaba.com/blog/autism-and-community-inclusion	3
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Total budgeted cost: £26,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- All pupils received SaLT input to improve their communication skills and resources to support with this.
- All pupils who required it had access to AAC device to support communication
- Some pupils received 1:1 or group RSE sessions from staff who had completed specialist RSE training and specialist resources to support these sessions
- Some pupils received specialist RSE sessions from external professionals (e.g. CLDS)
- All pupils received OT input to improve their sensory processing, regulation, and functional movement and resources to support with this.
- All teachers, senior tutors and SLT received specialist CPD in teaching RSE to young people with severe learning difficulties and complex needs
- All pupils received a minimum of 1:1 support
- The majority of pupils accessed the community regularly
- Some of sixth form pupils accessed specialist work experience training providers

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