

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	Epinay Business and Enterprise School
Number of pupils in school	268
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/2027 to 2028/2029
Date this statement was published	23.10.26
Date on which it will be reviewed	Annually in October until '29
Statement authorised by	CRue (Head Teacher)
Pupil premium lead	EPowley (Senior Deputy Head)
Governor / Trustee lead	Carl Buckley and Audrey Huntley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149, 000
Recovery premium funding allocation this academic year	N/A
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Epinay overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Epinay Business and Enterprise School is committed to ensuring that disadvantaged pupils achieve the highest possible academic, personal, social and vocational outcomes. At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Our ultimate objectives are that disadvantaged pupils:

- make strong and sustained progress from their individual starting points in reading, writing, mathematics and wider curriculum areas; achieving appropriate and ambitious qualifications;
- develop the communication, vocabulary, independence and self-regulation skills needed to access learning successfully;
- participate fully in the school's curriculum, enrichment, work-related learning and preparation-for-adulthood offer;
- attend school regularly and are supported to overcome barriers to attendance;
- develop confidence, resilience, emotional literacy and positive relationships;
- benefit from equitable access to books, technology, therapeutic support, cultural experiences, clubs, visits and community opportunities;
- progress successfully to further education, employment, supported employment, training, volunteering or other appropriate destinations;

Our core aim is to improve the outcomes for pupil premium pupils and diminish the difference between them and their peers. For pupils with special educational needs deprivation is likely to be part of the broader context for many of our families. We strive to ensure that every family is supported, and every child can access support and intervention both inside and outside of school to ensure pupils are ready to learn and achieve their potential. Student wellbeing is at the heart of everything we do, we want all of our pupils to leave Epinay as happy, confident and increasingly independent young people who are 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	Pupils start Epinay school working at least 3 years behind their chronological age, many join in year 6 or above where the gap is greater. Summer 1 2026

	data shows by the end of year 9 88.6% in reading, 100 % in writing and 89.3% in maths are working at or below stage 3 (this equates to year 3 expectation)
2	Increasing numbers of pupils come into school with no language or poor language development (predominantly vocabulary acquisition), research shows narrower vocabulary remains a barrier throughout the whole of primary school (EEF) and with diminished opportunities re extended early learning experiences.
3	Through observations, student voice and parental engagement we know many of our pupils do not access additional opportunities that teaches core skills and develop protected characteristics that lead to children having the aspirations, attendance and knowledge to access successful employment in the future.
4	Many of our pupils require intervention such as sensory diets, S&L, OT, counselling, etc to be prepared to access learning. These facilities are required on site, services are overstretched and waiting lists are long.
5	Our school has a large number of families supported historically and currently by a range of outside agencies including social care, CYPS/CAHMS, family/early help support workers, counsellors etc. Many of our children and families require and access support from school in relation to poverty, parenting support, social care issues, drug and alcohol misuse, extended family SEND.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Ensure that disadvantaged pupils receive consistently high-quality teaching, an accessible and ambitious curriculum, appropriate assessment and well-trained staff that leads to improved attainment for disadvantaged pupils in all core subjects, notably writing, relative to their starting points as identified through termly assessments. Pupils make expected progress from starting point and nationally accredited qualifications are gained by all pupils in year 11 (the gap is narrowed)	Rates of progress show year on year improvement, as a minimum 80% of pupils make expected progress as measured and evidenced in data analysis and 90% of year 11 achieve predicted outcomes both internally and externally by the end of the strategy 2028/29. Teaching across school is overwhelmingly outstanding evidenced via devised QA programme.
2&4. Targeted academic support – providing additional, evidence-informed support for pupils who require further help with literacy, numeracy, communication, independence or access to learning. Develop C&I provision and extend opportunities for sensory diets, language acquisition and ensure where possible referral and intervention are accessed quickly. Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	A bespoke pathway for complex C & I pupils is developed and embedded, with a focus on language development prior to entry to main school curriculum. Student timetables utilise the range of facilities available in school, support from external agencies is sought and implemented, staff access CPD and successfully implement suggestions from EEF toolkit's on oral language interventions. Pupils will use a range of communication systems to aid their understanding and to develop expressive communication skills by

	the end of our strategy in 2028/29. Achievement of EHCP termly outcomes.
3&5. Disadvantaged pupils will have a greater understanding of protected characteristics, show increased levels of confidence and independence, be more emotionally resilient and able to engage more with the wider community and be prepared for adulthood.	The experiential learning and personal development log shows a 5 % rise in number of encounters per year and documents impact. Personal development folders reflect a vast array of opportunities accessed and pupils demonstrate emotional resilience in all areas around school (measured via cpom entry, incident reports, observations and discussions with pupils and their families)
4&5. Minimise external barriers to learning such as poverty, attendance and parental issues.	Parent view reflects positive support from MAKW, attendance is regularly communicated and worked on with parents and remains above 90%. Referrals and signposting to relevant external agency support are completed. Welfare calls made in a timely manner and parental support offered to bring children to school in the right frame of mind.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued whole school writing CPD, after school training and support from Anna Hawkins & RWInc specialists. Continuous CPD on EEF recommended literacy based interventions - NELI, BLAST, RWI, Talk Boost, Voice 21. Professional aspiration and skill development Personalised CPD (see CPD log) and ECT weekly support and training.	Continuing professional development (CPD), which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider and can serve to close the gap in pupil attainment most quickly and cost effectively (EPI Feb 2021) EEF evidence: Nuffield Early Language Intervention (NELI) EEF effectiveness trial demonstrated that reception-aged children taking part in the 20-week programme made +3 additional months' progress in oral lan-	1 & 2

	guage skills on average compared to control groups. Extended 30-week versions showed up to +4 months' progress. Read Write Inc. (RWI) core mechanics align closely with the EEF Phonics strand (rated at +5 months' progress) and Oral Language Interventions strand (rated at +6 months' progress). Talk Boost / Early Talk Boost - EEF categorizes targeted small-group communication interventions like Talk Boost under its Oral Language Interventions strand (+6 months' progress). Voice 21 - Voice 21's framework directly draws on and implements the research behind the EEF Oral Language Interventions strand (+6 additional months' progress) and explicitly highlights whole-school and structured classroom oracy strategies as highly effective, particularly for socio-economically disadvantaged pupils.	
CPD for teaching staff on developing pupils' mental models	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk)	1&2
Whole school QA approach which looks at teaching on a weekly basis, highlights areas for development, shares best practice and links to further CPD/coaching. Strategies include but are not limited to: weekly internal and external CPD identified need, cover to enable peer observation, SLT release time 2 days per week, recording and sharing of best practice, supporting and partnership work with SEND schools in neighbouring LA	A key factor for attainment and progress is effective teaching as highlighted as highlighted by the Education Endowment Foundation (EEF), high-quality teaching is the single most powerful lever schools have to maximize pupil progress and close the attainment gap for disadvantaged pupils.	1&2

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

Budgeted cost: £29, 000

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, high quality teaching in lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Research suggests that early intervention has a lasting impact on progress. EEF small group activities +4 factor, 1:1 tuition +5 months. 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 See EEF impact re specific interventions listed above	1 & 2
Whole school drive towards oracy - including staff release, additional training and materials purchased. Dedicated intervention scheme followed in school. EEF Oral Language Interventions shared with staff and included in whole school approach, rolled out and driven via school devised QA programme.	EEF Toolkit's Oral Language Intervention section found strategies included within it have an average impact of +5 months.	1 & 2

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

Budgeted cost: £100, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Employment of a full time MAKW and pastoral & behaviour	Employing a multi-agency key worker and pastoral & behaviour worker provides a high-impact bridge between education, health, and social care, directly driving up attendance, improving pupil behaviour, and closing the progress gap for vulnerable learners. By taking ownership of complex inter-agency coordination, home visits, and early help interventions, the role neutralizes non-academic barriers to learning. Ultimately, this single point of contact turns home-school friction into trusted partnership, preventing escalating safeguarding crises and enabling teaching staff to remain relentlessly focused on quality first teaching.	5
Employment of a band 8 OT in school 2 days per week Trained play therapist in school - equipment + supervision Relationship works employed 2 1/2 days per week (risk management, mental health and counselling support)	Research in occupational therapy and neurodiversity highlights that early physical stimulation and structured play foster fine and gross motor integration, spatial awareness, and cognitive flexibility, which are critical pre-requisites for formal classroom tasks (e.g., handwriting, sustained focus).	4 & 5
Targeted Sensory & Therapeutic Provision Enhanced Specialist Provision: Targeted investment in sensory equipment, specialist therapies (Rebound, sensory, music, Lego therapy), and associated staff CPD to support PP pupils with complex needs, including autism. Specialist Learning Environments: Development of custom sensory space, including an immersive room, soft play area, Lego shed, neon dark room and cubbie - providing safe environments for emotional self-regulation,	Supports self-regulation, gross/fine motor skill development, and social-emotional growth in a safe environment tailored to PP pupils with complex needs/ASD. Reduced distress/dysregulation, improved learning readiness, and measurable progress in fine/gross motor skills. PP pupils with complex needs/ASD demonstrate stronger social-emotional coping mechanisms and increased classroom inclusion. Social and Emotional Learning (SEL) & Self-Regulation (+4 Months Progress):	4 & 5

early play, and creative exploration. Holistic Development: Targeted interventions designed to improve fine and gross motor skills, promote social-emotional stimulation, and enhance overall emotional regulation.	The EEF Teaching and Learning Toolkit identifies targeted SEL interventions and self-regulation strategies as delivering +4 months' additional academic progress, alongside significant improvements in well-being and reduced behavioural dysregulation. Using custom environments (immersive room, sensory room, soft play, Lego shed, dark room) provide dedicated spaces for pupils with ASD/sensory needs to develop emotion-regulation strategies, directly restoring learning readiness and reducing classroom disruptions. Targeted sensory and therapeutic provision aligns with EEF guidance on Social & Emotional Learning (+4 months progress) and the EEF Special Educational Needs in Mainstream Schools guidance report (Recommendations 1, 4 & 5). Investment in dedicated spaces (immersive room, soft play, Lego shed, dark room, CUBBIE), targeted therapies (Rebound, music, Lego), and staff CPD provides PP/ASD pupils with essential self-regulation, motor skill, and sensory processing mechanisms—removing non-academic barriers to learning, reducing distress, and increasing active curriculum participation.	
Weekly buy in of dedicated personal development activities, swimming, outdoor education, bikability, bushcraft, independent travel training, plus Subsidised afterschool clubs – staffing, transport, resource costs Cultural trips, dedicated curriculum days/trips and in-school arts activities, including drama, dance and securing greater engagement in music education.	Evidence indicates that engagement and focus are improved by creativity and experiential learning. Where this is done well pupils are more likely to engage and improve progress. EEF references enriching education has intrinsic benefits +4 factor. As well as being valuable for wider development outcomes,	3

3 reward trips per year and 2 partially subsidised residential trips	arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF There is evidence (EEF) that concepts explored through the arts can often be generalised into wider learning. EEF evidence indicates +2 factor for involvement with the Arts Independent Travel Training is likely to enhance pupils' social and employment opportunities: Travel to school for children of compulsory age - Department for Education	
---	---	--

Total budgeted cost: £149, 000

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 2026 to 2027 academic year.

Impact from 2026-27 PP Strategy.
<u>Challenge 1</u>
<u>Challenge 2</u>
<u>Challenge 3</u>
<u>Challenge 4</u>
<u>Challenge 5</u>

Externally provided programmes – N/A

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

Service pupil premium funding (optional) – N/A

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. That will include:

- Working in partnership with connexions, local colleges and training providers to provide opportunities such as taster sessions and extended transition to enable young people with SEND to familiarise themselves with the post 16 environments and gain some experience of these settings.
- Arranging work-based learning that enables pupils to have first-hand experience of work.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in identified areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.

