

Pupil premium strategy statement – Tiffield Academy

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 (learners are staggered due to Tiffield being a new school opening, September 2025)	January 2026 - 97
Proportion (%) of pupil premium eligible pupils	January 2026 26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Emma Butler
Pupil premium lead	Bonnita Pawlusek
Governor / Trustee lead	Sarah Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35040 + April (2026) intake
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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>	Unknown

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding provided by the Government to improve educational outcomes for disadvantaged pupils. In a SEND context, this funding plays a crucial role in ensuring that learners with complex needs receive equitable access to high-quality teaching, personalised support, and meaningful opportunities for progress. Our strategy is designed to ensure that Pupil Premium funding is used effectively to remove barriers, enhance provision, and secure the best possible outcomes for every eligible learner.

Eligibility is determined primarily through entitlement to Free School Meals at any point within the previous six years, as well as learners who have been cared for (in care) by a Local Authority for more than six months. In addition, the Service Premium was established to support learners whose parent(s) are currently serving, or have served since 2011, in the armed forces.

At Tiffield Academy we are committed to ensuring that all learners, regardless of background or need, develop the knowledge, skills, confidence, and independence required for adulthood. Our Pupil Premium strategy is rooted in the belief that disadvantaged pupils with SEND can make exceptional progress when provided with the right support, high expectations, and a nurturing, inclusive environment.

Our key aims are:

- **Reduce barriers to learning** by providing targeted academic, therapeutic, and pastoral support.
- **Ensure access to high-quality teaching** through ongoing professional development and evidence-based practice.
- **Promote communication, independence, and functional skills** across the curriculum.
- **Support learners' sensory, emotional, and behavioural regulation** to enable engagement and readiness to learn.
- **Strengthen relationships with families** to ensure consistent support between home and school.
- **Provide enriched experiences** that broaden pupils' understanding of the world and support preparation for adulthood.

We achieve this by:

- Investing in high-quality teaching, including ongoing professional development for staff.
- Ensuring optimal learning conditions for all pupils.
- Providing targeted academic support such as Speech and Language Therapy (SALT), Occupational Therapy (OT), and tutoring.
- Addressing non-academic barriers to learning, including attendance, behaviour, and social and emotional wellbeing.
- Working collaboratively with families to build shared understanding and common goals.

This list is not exhaustive. While our strategy is designed to meet the needs of disadvantaged learners, many of the approaches funded through Pupil Premium benefit all learners, particularly where whole-school initiatives are implemented.

Contextual Information

Tiffield Academy is a newly established special school located near Towcester, providing education for children and young people aged 4 to 18 with Autism, Speech, Language and Communication Needs (SLCN), and Severe Learning Difficulties (SLD). The academy opened in September 2025 with 57 learners and, once at full capacity, will offer 230 places for learners with a wide range of special educational needs.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Interaction Difficulties
2	Sensory Processing Difficulties
3	Social, Emotional and Mental Health Difficulties
4	Limited Access to Enrichment Activities and Community Engagement
5	Gaps in Early Learning Goals

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
Communication and Interaction	Learners demonstrate improved expressive language, shown through increased use of words, phrases, or AAC symbols during structured and unstructured activities. Learners show greater understanding of spoken language, evidenced by improved responses to instructions, questions, and routines. Learners use thematic/subject language to engage with their learning. Learners use their preferred communication method (speech, AAC, Makaton, PECS) more independently to request, comment, refuse, or share information.
Sensory Processing	Learners demonstrate improved ability to regulate their sensory needs, shown through calmer transitions, reduced dysregulation, and increased engagement. Learners show greater readiness to learn, with fewer sensory-related disruptions during lessons.

	Learners use personalised sensory strategies (e.g., sensory circuits, weighted items, movement breaks) more independently.
Social, Emotional and Mental Health	Learners demonstrate improved ability to recognise and manage their emotions and states of regulation, using taught strategies to manage emotions and transitions. Learners will have less incidents of dysregulation, as evidenced through CPOMS and staff observations.
Enrichment and community engagement	Learners will have increased willingness to try new experiences, environments, and activities beyond the classroom. Learners demonstrate improved engagement during enrichment sessions, with longer periods of sustained involvement and enjoyment. Learners gain exposure to a wider range of cultural, social, and community experiences (e.g., museums, libraries, shops, nature spaces).
Early learning goals	Learners meet or exceed their personal learning goal set at the start of each term. Baseline and summative data (Evidence for Learning) clearly shows individualised progress. Learners that started with gaps in their early learning goals have begun to fill and build on these skills and knowledge.

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: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing professional development in SEND pedagogy, communication approaches, play based learning, trauma-informed practice, and behaviour regulation.	Behaviour interventions EEF Metacognition and self-regulation EEF Play-based learning EEF Trauma-informed training and service redesign Youth Endowment Fund Effective Professional Development EEF	1,2,3,5
Coaching and mentoring to ensure consistent,	NIOT mentoring and coaching - Key Takeaways.pdf	5

high-quality classroom practice		
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Targeted academic support

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Workshops and training sessions for parent: - Read Write Inc - Sensory Processing - Speech and Language	Parental engagement EEF EEF Parental Engagement Guidance Report.pdf	1,2,3,5
Curriculum based internal and external thematic and seasonal enrichment opportunities. To include Christmas at Tiffield, A Day to Create, The Big Sing, Summer Festival,	Arts participation EEF EEF Parental Engagement Guidance Report.pdf	1,3,4,5

Targeted pastoral support

Budgeted cost: £12500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to pastoral staff with the Learning Mentor Team – Therapeutic interventions such as Rebound Therapy, SEMH Intervention	About Rebound Therapy Rebound Therapy	1,2,3,4
Enrichment Benchmarks – Civic engagement 1. Arts and culture 2. Nature and outdoor adventure 3. Sport and physical activity	Every child achieving and thriving (HTML version) - GOV.UK	1,2,3,4,5

4. Wider life skills (e.g., cooking, debating)		
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Wider strategies

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy (SALT) therapists and programmes – 3 days of commissioned Powerful Voices	Oral language interventions EEF	1
Communication and interaction support (Total Communication Environment and Makaton) – The Communication Curriculum Leader is training to level 2 and will then offer basic Makaton informal training to whole school staff. Once secure he will offer sessions to families.	Oral language interventions EEF	1, 3
Occupational Therapy (OT) input – 1 day of Occupational Health Input – All learners will have support plans that detail sensory regulation and personalised diets for all learners.	Why is occupational therapy important for autistic children? Homepage - Thrive Occupational Therapy Services	2
Tiffield offer a family fund which supports families with the purchasing of school uniform and to pay towards trips.	School uniform EEF	

Total budgeted cost: £37500 (-£2460)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Not Applicable – Tiffield opened its doors for the first time in September 2025

Externally provided programmes – N/A

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider