

Lift Schools documents

Pupil Premium Strategy Statement

Name of school	Lift Columbus
Last reviewed	November 2025

Pupil premium strategy statement – Columbus School and College

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	286
Proportion (%) of pupil premium eligible pupils	25% (71)
Academic years that our current pupil premium strategy plan covers	2022/2023 - 2025/2026
Pupil premium lead	Lou Doe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,589
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£109,589

Part A: Pupil premium strategy plan

Statement of intent

Our Vision and Context

At Lift Columbus, we are committed to providing a highly personalised, rich, and accessible curriculum for all pupils, aged 3–19, who have **Severe Learning Difficulties (SLD)** and/or **Profound and Multiple Learning Difficulties (PMLD)**. Our school recognises the significant vulnerabilities and complex barriers to learning faced by our pupils, which can often be compounded by socio-economic disadvantage.

This policy outlines how we will effectively utilise the Pupil Premium (PP) funding to accelerate progress in areas vital to our pupils' quality of life, independence, and achievement, particularly for those who are eligible for free school meals (FSM) or have been in local authority care.

Primary Objectives

The core objectives for our Pupil Premium spending are uniquely focused on overcoming the specific, complex challenges faced by our pupils:

1. **To narrow developmental gaps:** To address the significant developmental and/or academic gaps often observed between our disadvantaged pupils and their non-disadvantaged peers, with a focus on core areas such as **communication and reading**.
2. **To improve attendance and reduce Persistent Absence:** To proactively identify and address the specific health, transport, emotional, and social barriers that contribute to persistent absence among disadvantaged pupils with complex needs, aiming to close the attendance gap between this cohort and their non-disadvantaged peers.
3. **To improve aspirations and future pathways:** To actively raise the **ambitions** of disadvantaged pupils (particularly those in Key Stages 3, 4, and 5) by providing **inspirational role models, external opportunities, careers guidance, and structured work-related learning**, thereby broadening their knowledge of future possibilities and **securing positive post-school destinations**.
4. **To improve behaviour and attitudes:** To invest in targeted, therapeutic interventions that address the **underlying causes of challenging behaviour** (e.g., communication deficits, sensory dysregulation, trauma), thereby improving self-regulation, reducing incidents, and ensuring **positive behaviour and attitudes** among disadvantaged pupils.
5. **To enhance engagement and access:** To ensure that all disadvantaged pupils have full and equitable access to the breadth of the curriculum, including specialist

provision, therapies, and enrichment activities that are essential for their holistic development.

6. **To improve holistic well-being and independence:** To invest in resources and interventions that directly support pupils' **Social, Emotional, and Mental Health (SEMH)**, sensory regulation, and the development of crucial **life and independence skills**.
7. **To Support Family and Partnership Work:** To provide tailored support to families of disadvantaged pupils, facilitating greater **parental engagement** and ensuring a consistent approach to learning and therapeutic goals between home and school.

Principles of Deployment

Our deployment of the Pupil Premium will be governed by the following principles:

1. **Personalisation:** Funding will be primarily deployed to provide **high-impact, one-to-one or small-group interventions** directly linked to Education, Health and Care (EHC) plan outcomes, reflecting the individualised needs identified in each pupil's assessment.
2. **Specialist Provision:** We will prioritise investment in **specialist staff training, therapeutic equipment, and assistive technology** (e.g., communication aids, sensory tools) that are crucial for enabling progress in an SLD/PMLD setting.
3. **Evidence-Based Practice:** Decisions on spending will be informed by the latest **research in SEND (Special Educational Needs and Disabilities) and complex needs**, ensuring resources are effective and provide the best possible value and impact. We will use tools like the **EEF (Education Endowment Foundation) guide to Pupil Premium** while adapting its principles to our specialist context.
4. **Rigorous Monitoring:** The impact of all Pupil Premium expenditure will be **closely monitored and evaluated** across the year. Using individual pupil progress data (e.g., using Engagement Model, holistic well-being indicators, and attendance records).

We believe that this strategic approach will ensure the Pupil Premium is used effectively to transform the educational experience and future outcomes for our most vulnerable and disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	Progress in Reading and Literacy - Literacy levels are slightly lower for students eligible for PPG than other pupils which impacts progress
2	Attendance and readiness to learn - Unauthorised absence and punctuality of PPG pupils to be monitored
3	Aspiration of what can be achieved to be raised
4	Behaviour of pupils receiving PPG
5	Quality of Education for all - some PPG pupils have more limited life experiences and opportunities resulting in a lack of cultural capital and self confidence

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
Pupils making expected progress in Literacy	Reading records and data analysis Increase number of pupils accessing phonics programs to develop reading across the school Average number of sounds learnt by pupils is above 100 pupils Pupils will move up at least one book band during the academic year Closure in progress gap between PP and non PP pupils Pupils making strong progress in Reading At least a third of our pupils will be reading at home by the end of 2025/26 academic year.
Pupils make secure progress towards achieving EHCP outcomes	100% of pupils are on or above target in making strong progress towards achieving their EHCP outcomes by the end of Key Stage.

Increase pupil attendance	Overall attendance figures for students eligible for PPG to improve to the school target of 90%.
---------------------------	--

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 (for example, CPD, recruitment and retention)

Budgeted cost: £24,000

Development of SCERTS Social, Communication, Emotional Regulation and Transactional Support	Academic Research Trial Focus Group Outcomes Behaviour Logs (Progresso)	1, 3, 4, 5
Reading Development	Reading records and data analysis Increase number of pupils accessing phonics programs to develop reading across the school Average number of sounds learnt by pupils is above 100 pupils Pupils will move up at least one book band during the academic year Closure in progress gap between PP and non PP pupils Pupils making strong progress in Reading At least a third of our pupils will be reading at home by the end of 2022/23 academic year	1

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

Budgeted cost: £ 12,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy	Academic Research Increase language and communication Improve focus and Attention Improved behaviour (Progresso data) Improved Social Skills	1, 3, 4, 5

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

Budgeted cost: £ 44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aim: To improve attendance of pupils in receipt of PPG funding.	- Attendance drive - Analysis of attendance data - Pastoral relationships (FSA) - Building relationships with parents - Parent workshops	2
Aim: Support for extracurricular activities	- Breakfast Club - Forest Schools - Extracurricular Clubs (Afterschool/holidays) - Educational Visits opportunities	2, 3, 4, 5

Total budgeted cost: £ 109,589

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

Programme	Provider
Music Therapy	Suffolk Music Therapy
Music Therapy Nurture Groups	Essex County Council