

Lift Schools documents

Pupil Premium Strategy Statement

Name of school	Lift Pioneer
Last reviewed	November 2025

Pupil premium strategy statement – *Lift Pioneer*

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 impact for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	31,6%
Academic year that our current pupil premium strategy plan covers	2025-26
Pupil premium lead	Stuart Munday

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,563.34
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£72,563.34

Part A: Pupil premium strategy plan

Statement of intent

Our mission is to gather and motivate inspirational people committed to delivering an excellent education that launches children into 'remarkable lives' and our vision is that 'each and every child is inspired to choose a Remarkable life'.

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our mission, vision and core values. ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs.

We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academies.

The key principles guiding our strategy are:

1. Evidence-informed practice: We base decisions on robust research to ensure we use our funding to implement the most effective strategies
2. Flexibility and responsiveness: We use a data-driven approach to regularly review the impact of our strategies and adjust support to meet the evolving needs of each pupil
3. A whole-school responsibility: Every member of staff understands their role in the success of our disadvantaged pupils and actively contributes to the strategy's implementation
4. Holistic approach: We recognise that well-being is crucial to supporting academic progress, and therefore, our strategy aims to address pastoral and attendance challenges for disadvantaged pupils

Challenges

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

#	Detail of challenge
1	A large proportion of the students at Pioneer are autistic and struggle with understanding how to behave and communicate appropriately in social situations. Animal therapy is recognised as one of the most beneficial animal therapy services for individuals with autism. It also increases positive social behaviours and helps with language development and communication skills as the child speaks, plays and communicates with their pet. Teaching students about empathy and how to care for something. It can also help reduce the frequency of or prevent autistic 'meltdowns'. We also want to give our children access to meaningful, safe work experience across the school and to expose them to as many life skill opportunities as possible.
2	A large proportion of Pioneer pupils have complex social and emotional needs in addition to their severe learning difficulties and we need to resource a range of interventions to support this
3	A significant number of pupils have additional sensory and physical needs that impact on their learning.
4	All of our pupils have difficulties with communication and interaction which impacts on learning and attainment
5	Hospitalisation and very poor health contribute to low attendance figures.

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 access to and experience animal therapy to help with communication, development of social skills and well-being. It is also intended that we will use our Theraponies to help develop life skills and to provide valuable work experience for students throughout the school.	For all pupils at the school to have one session each half term with the animal therapy animals. They will also be able to access work experience in the form of caring for the ponies and learning valuable life skills.
All pupils will have access to outside agencies to help with mental well-being and progress towards IEP targets.	For all pupils at the school to have a session with sports coaches, relax kids and Time music therapy.
For all pupils to make progress in reading skills and to develop a love of reading.	Data outcomes - For all pupils to be secure or outstanding in communication and reading.

Activity in this academic year

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

High-Quality Teaching

Approach Type	Activity	Evidence that supports this approach	Budgeted Cost	Challenge # addressed
Mentoring & coaching	Contribution to the cost of an additional Key Worker.	Regular high quality support and assistance to support recovery and inclusion. The key worker is an asset in supporting each key stage to ensure inclusion and transition of some of our most	£41,139.07	3,4,5

		challenging and vulnerable young people. Supporting our most deprived families in school, the community and at home is a vital link that ensures that our children are supported and safe.		
Budgeted cost of high-quality teaching			£41,139.07	3,4,5

Targeted Academic Support

Approach Type	Activity	Evidence that supports this approach	Budgeted Cost	Challenge # addressed
Meet needs of pupils with SEND	Musical Expression Tutor	Many of our pupils find it difficult to focus and engage. It is vital that we explore innovative ways to help them to do this so learning can take place	£2568.38	2,3,4
Meet needs of pupils with SEND	Speech and Language Therapy Assessments	We have very limited Speech therapy provided by the NHS and this is not sufficient to meet the needs of the children in our school. An increase in SALT support will help with the development of communication throughout the school as this is at the core of our curriculum.	£15,300	4
Budgeted cost of targeted academic support			£17,868.38	2,3,4

Wider Strategies

Approach Type	Activity	Evidence that supports this approach	Budgeted Cost	Challenge # addressed
Social, emotional & behaviour support	Pony/Animal Therapy	To introduce animal therapy sessions throughout the school to help with students, social and emotional well-being and to develop empathy. It is also intended that we will use our Theraponies to help develop life skills and to provide valuable work experience for students throughout the school.	£4995	1
Social, emotional & behaviour support	Continued Thrive membership	Continued Thrive membership to ensure that we continue to improve our practice in responding to the social and emotional needs of our pupils. Continued development of the Thrive room	£4000	2,3,4
Social, emotional & behaviour support	Relax Kids	Relax kids provides numerous benefits for their mental and emotional health, including improved focus, reduced anxiety, and better sleep. It helps children build self-esteem, emotional resilience, and a positive mindset by teaching them self-regulation skills through techniques like mindfulness, breathing exercises, and positive affirmations. These skills are especially	£4560.89	2,3,4

		valuable for neurodivergent children and can lead to calmer behavior, better concentration, and increased self-awareness.		
Budgeted cost of wider strategies			£13,555.89	1,2,3,4

Total budgeted cost of all strategies	£72,563.34
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils - Strategies that were considered to be most impactful last academic year:

Approach Type	Activity	Impact	KPI - Baseline (23/24)	KPI - Outcome (24/25)	Cost
Meet needs of pupils with SEND	Speech and Language Therapy Assessments	July 25 data showed that 91% of students across the school achieved either secure or exceptional for their communication target. Also to meet EHCP requirements.	87% of students across the school achieved either secure or exceptional for their communication target.	91% of students across the school achieved either secure or exceptional for their communication target.	£15,300
Meet needs of pupils with SEND	Thrive Interventions	Thrive is an invaluable intervention that allows us to give targeted support to the most emotionally and socially underdeveloped students. 100% of students on the Thrive programme 24/25 increased within their strand therefore showing an improvement in their emotional resilience.	12 Pupils on Thrive programme	29 Pupils on Thrive programmes	£4000
Meet needs of pupils with SEND	Contribution to the cost of an additional Key Worker.	100% of our PP students receive key worker and family liaison support. This is a vital home/school contact and helps our vulnerable children and families access the support they need from a range of external services.	90% access for PP students	100% access for PP students	£41,139.07

Strategies that were considered to be least impactful last year, and will be discontinued (optional):

Approach Type	Activity	Impact	KPI - Baseline (23/24)	KPI - Outcome (24/25)	Cost
Select Option					
Select Option					
Select Option					

Externally provided programmes

Programme	Provider
Inclusion Quality Mark	IQM