

Pupil premium strategy statement – Tulip Academy Spalding

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	238 Waterside- 174 pupils Springview 64 pupils
Proportion (%) of pupil premium eligible pupils	130 – 54%
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)	2026-2028
Date this statement was published	January 2026
Date on which it will be reviewed	January 2028
Statement authorised by	Tina Cox
Pupil premium lead	Kat Garland
Governor / Trustee lead	Louisa Clare

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,433.33
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>	£141,433.33

Part A: Pupil premium strategy plan

Statement of intent

Tulip Academy is a specialist school for children and young people aged 4-19 years with a range of special educational needs and disabilities (SEND). All pupils have an Education, Health and Care Plan (EHCP).

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we at times see a variance in outcomes for disadvantaged pupils across the school when compared to their peers particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on an assessment of need, and helping pupils to access a broad and balanced curriculum.

Pupils at the Tulip Academy Spalding will make at least expected progress, in line with their personalised targets, in English and Mathematics.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We aim for disadvantaged pupils to increase their engagement at school, therefore diminishing the difference between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience offered at the Tulip Academy Spalding.

We will provide an intensive pastoral support service for pupils and for parents and carers with a focus on well-being and self-regulation strategies. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. We will also provide disadvantaged pupils with support to develop independent life and social skills and

continue to ensure that high-quality, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be 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	All pupils have an EHCP and a range of complex learning needs. This requires the implementation of a flexible, broad and balanced curriculum model which is accessible, appropriate and responsive to the needs of all pupils
2	Cultural capital - many pupils at Tulip Academy experience social isolation and reduced participation in community activities due to their social difficulties
3	Speech, language and communication difficulties are a significant barrier to learning (e.g. pre-verbal pupils, pupils with limited verbal or functional language ability, pupils who require the use of assistive technology or specialist input, pupils who experience social communication difficulties etc.)
4	Many pupils experience reading and writing difficulties which restricts access to the wider curriculum
5	All pupils need high-quality teaching and support from staff trained in a wide range of specialist SEND strategies and approaches. This creates an ongoing need for staff development to ensure they maintain a thorough understanding of SEND and the specialist skills required to fulfil their roles effectively
6	Our interaction with some families is limited because most pupils travel to school on dedicated transport. This can affect parents' and carers' engagement with the school, as well as their confidence and ability to support learning at home. In addition, some pupils may experience highly complex home and family circumstances.

7	Some pupils may have lower levels of emotional literacy than their peers and may arrive at school not fully prepared to learn.
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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 make measurable progress in reading and writing through targeted teaching, personalised interventions and consistent monitoring.	<ul style="list-style-type: none"> • Each pupil demonstrates improvement from their individual starting point in reading and writing, as measured by baseline and subsequent assessments. • Pupils show increased fluency and understanding when reading age-appropriate or ability-appropriate texts • Pupils participate more actively in reading and writing tasks, as evidenced by classroom observations and engagement records. • The gap between disadvantaged semi-formal and formal pupils and their peers in reading and writing narrows over time.
Pupils will be motivated and engaged in learning through a relevant, personalised curriculum enriched with cultural experiences and a wide range of enrichment and extra-curricular activities.	<ul style="list-style-type: none"> • All pupils follow a developmentally appropriate curriculum pathway tailored to their individual needs. • Every pupil has a Pupil Profile informed by EHCP outcomes, ensuring curriculum personalisation and targeted support • Pupils regularly engage in a variety of creative, cultural and enrichment experiences, both in and beyond the classroom. • Learning activities are meaningful, practical and multi-

	<p>sensory where appropriate, supporting engagement, memory retention and deeper understanding.</p> <ul style="list-style-type: none"> • Pupils demonstrate growing awareness and curiosity about the wider world as evidenced through discussions, projects and participation in community or cultural events. • Pupil wellbeing indicators (e.g., attendance, behaviour, self-regulation) improve as a result of engaging, personalised learning experiences.
<p>Pupils' mental health and wellbeing will be strengthened through tailored individual support, targeted interventions and access to mental health services, including counselling.</p>	<ul style="list-style-type: none"> • Identified pupils receive professional counselling or talking therapies within school, with impact monitored through progress meetings / reviews • Designated staff are trained as Senior Mental Health Leads, Mental Health First Aid (MHFA) and Emotional Literacy Support Assistants (ELSA) ensuring specialist knowledge and capacity to support pupils effectively. • A clear 'menu' of evidence-based interventions (e.g. Lego Therapy, Art Therapy, ELSA, Pet Therapy, Equine Therapy, Zones of Regulation, Drawing and Talking Therapy) is available and delivered by trained staff to meet individual needs. • Data from attendance, behaviour logs, PLG progress meetings and pupil voice surveys show improvements in emotional regulation, resilience and overall wellbeing. • Systems are in place to identify pupils at risk of poor mental

	<p>health early, with timely interventions implemented.</p> <ul style="list-style-type: none"> • Parents / carers are informed and engaged in supporting their child's mental health through regular communication and access to resources.
<p>Staff knowledge, skills, and expertise will be enhanced through targeted CPD designed to equip them to support individual pupils and specific groups effectively.</p>	<ul style="list-style-type: none"> • All staff have access to a structured, in-house CPD programme focused on developing SEND expertise and strategies, mental health and adaptive teaching approaches • Staff attend and actively engage in relevant external courses and training sessions to develop specialist skills aligned with pupil needs. • Evidence from lesson observations / 'Spotlights', pupil progress data and staff feedback demonstrates that training is effectively applied in classroom practice. • CPD records show regular participation and progression in professional development activities throughout the academic year. • Improved pupil engagement, progress and wellbeing can be linked to enhanced staff expertise through CPD.
<p>Targeted pupils will have opportunities to take part in off-site outdoor learning experiences within safe yet appropriately challenging environments.</p>	<ul style="list-style-type: none"> • Targeted pupils participate in structured off-site outdoor learning activities designed to develop resilience, problem-solving and teamwork. • Pupil voice surveys and feedback indicate high levels of enjoyment and engagement in outdoor learning experiences. • Observations and discussions with pupils show increased

	<p>confidence, self-esteem and willingness to take on new challenges.</p> <ul style="list-style-type: none"> • Pupils demonstrate greater independence and life skills through participation in outdoor learning, supporting readiness for future life and adulthood
<p>Pupils will have access to therapeutic interventions designed to improve speech, language, communication, and sensory regulation skills.</p>	<ul style="list-style-type: none"> • Pupils participate in rebound therapy sessions delivered by trained staff to support physical development and sensory regulation. • Pupils follow personalised hydrotherapy programmes tailored to their needs, delivered by qualified staff, with progress monitored regularly. • Pupils access interventions such as Lego Therapy, ELSA, Drawing and Talking and yoga to enhance resilience, communication, social interaction and emotional wellbeing. • Assessment data and PLG's monitoring observations show measurable improvements in pupils' speech, language, communication and sensory regulation. • Increased engagement in classroom activities and improved emotional regulation are evident following participation in therapeutic interventions.
<p>Improved parental engagement will lead to better social and educational outcomes for pupils.</p>	<ul style="list-style-type: none"> • Parents and carers have access to a structured programme of school-based support, including guidance on home learning strategies and signposting to wider health and social care services.

	<ul style="list-style-type: none"> • Attendance records show improved participation in workshops, information sessions and school events designed to strengthen home-school partnerships. • Parent/carer feedback indicates increased confidence and ability to support their child's learning at home. • Regular, effective communication between school and families is maintained through newsletters, digital platforms and face-to-face meetings.
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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: £70,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning responsibility lead to develop and improve the phonics and reading provision across the school.</p> <p>Whole school training and development project to upskill all staff members subject knowledge of phonics and reading.</p> <p>The leader will engage with our</p>	<p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF</p>	1

local teaching school to develop the quality of phonics teaching through CPD. £30,000		
Staff training in SEND specific teaching strategies and approaches £4000	High-quality impact-driven continuous professional learning LEARN SEND Hub - Home Multi-sensory learning training https://hirstwood.com/ TEACCH in Primary Schools: A Structured Approach to Learning for Every Child – SEND Vision	1, 3, 5
Teachers are trained and confident in applying adaptive teaching strategies and techniques so that pupils have access to quality first teaching £2000	Emotions Coaching / training from Educational Psychologists 'Futures in Mind' Home - Futures in Mind Futures in Mind %	4, 5, 7
Further deployment of an Inclusion Mentors to help lead the development of key initiatives. £34,433.00	Targeted deployment of teaching assistants who are trained to deliver an intervention to small groups or individuals has a high impact on progression and attainment. Teaching Assistant Interventions EEF Deployment of Teaching Assistants EEF	1, 2, 4 and 5 6

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of teaching and pupil progress in English</p> <p>£5000 (for RWI subscriptions and resources)</p>	<p>Research into the implementation of the Read Write Inc literacy programme, and the benefits of continued external support</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>EEF research - Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4
<p>All classes have a full time TA to support with structured interventions, one to one mentoring and support, working alongside the Inclusion Mentor.</p> <p>A blend of 1:1 or small group intervention including focus on SALT and communication interventions as suggested by external professionals. Ongoing CPD is targeted at the effective</p>	<p>The school utilises the EEF guidance in its deployment of teaching assistants. Support, training and coaching is ongoing within this area to ensure greatest impact & this is factored into school development planning.</p> <p>Deployment of Teaching Assistants EEF</p>	1, 3, 4, 5, 7

deployment of teaching assistants. £10,000		
Physical / Outdoor adventurous activity and enrichment Employ an outdoor education lead to enhance outdoor curriculum offer, and to facilitate outdoor / adventurous activity £33,000	<p>EEF Outdoor Adventure Learning: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Microsoft Word - Irningoutsdetheclssrm.doc</p> <p>An Ofsted report into the benefits of learning outside the classroom.</p>	2, 7

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase access to specialist intervention in school to develop physical, sensory and emotional regulation skills	<p>Rebound therapy research https://www.reboundtherapy.org/about/benefits</p> <p>Halliwick hydrotherapy research https://halliwick.org.uk/about-halliwick-ast/halliwick-concept/</p>	1, 5

£2000 for rebound training additional adults		
£3000 for Hydrotherapy training		
Provide targeted mental health / counselling support to improve emotional health and wellbeing	EEF research into Social Emotional Learning (SEL) https://educationendowmentfoundation.org.uk/newsprioritise-social-and-emotional-learning	2, 5, 7
£6000	Research into Drawing and Talking training Drawing and Talking - Home page Emotion Coaching Emotion Coaching - United Kingdom	
Improve parental engagement and access to specialist support and advice	Research into the impact of parental engagement approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
£ 6000		
Provide access to 'Jo Jingles' music and movement sessions for pupils with complex needs	Music & Singing fun for babies & Toddlers Jo Jingles - Jo Jingles (the sessions at NBA are adapted for children and young people with SEND of all ages)	
£6000		

Total budgeted cost: £141,433.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All pupils will make progress in reading and writing

Progress in reading and writing has been strongly supported through the implementation of the Read Write Inc (RWI) programme across the school. Pupil Premium funding has been used to purchase resources and fund RWI development days, enabling ongoing support from an external literacy consultant. This partnership ensures high-quality delivery and provides positive feedback on how we adapt the programme for our pupils. Termly assessments show that many pupils make excellent progress from their individual starting points, with some moving from pre-reader stage to mastering sound groups and beyond. Pupils are grouped by ability, allowing tailored instruction that meets their specific needs and maximises progress.

Pupils will be engaged and interested in learning by accessing a relevant and personalised curriculum that is culturally rich with a range of enrichment and extra-curricular activities

We deliver a relevant and personalised curriculum that is culturally rich and supported by a wide range of enrichment and extra-curricular activities. Our curriculum is characterised by different learning pathways, making it developmentally responsive to individual pupil needs. Pupil Premium funding has been used to provide personalised supports such as sensory items and communication resources, including a Widgit Online subscription, ensuring pupils can access learning effectively. In addition, our broad offer includes activities such as yoga, swimming, horse riding, outdoor adventure experiences, Forest School and a range of educational visits, all of which are subsidised through Pupil Premium funding. These opportunities enhance engagement and promote a love of learning beyond the classroom.

Positive mental health and well-being of pupils will improve by being supported through tailored individual support, interventions and access to mental health support / counselling services

Positive mental health and well-being is supported through a range of tailored interventions and access to specialist services. Pupils benefit from an onsite counselling service, which provides timely and confidential support for those referred. In addition, therapeutic approaches such as Drawing and Talking therapy are offered to help pupils process emotions and develop resilience. These targeted strategies ensure that individual needs are met effectively, promoting emotional stability and overall well-being across the school. Pupils also have access to key staff who are ELSA (Emotional Literacy Support Assistants) trained.

Staff knowledge, skills and expertise will be developed through participation in targeted CPD to support individuals or groups of pupils

Staff knowledge, skills and expertise is developed through a flexible CPD programme aligned with the school development plan and any emerging priorities or issues. This in-house approach ensures that training is tailored to meet the needs of individuals and groups of pupils, supporting effective classroom practice. All staff have also completed Team Teach training, which underpins our relational and restorative approach to behaviour management. This positive behaviour support framework equips staff with practical strategies to maintain a safe and supportive learning environment while promoting pupil well-being and engagement.

Targeted pupils will have the opportunity to engage in off-site outdoor learning opportunities in a safe but challenging environment

Pupil Premium funding has been used to subsidise activities such as Forest School and overnight expeditions as part of the Duke of Edinburgh's Award scheme, ensuring accessibility for all eligible pupils. In addition to these off-site experiences, pupils benefit from onsite archery sessions and further outdoor activities including orienteering, climbing and canoeing, delivered by a qualified instructor employed by the school. These opportunities promote resilience, teamwork and confidence, enriching pupils' learning beyond the classroom.

Pupils will have access to therapeutic interventions to improve speech, language, communication and sensory regulation skills

Pupils have access to hydrotherapy and rebound therapy delivered by in-house trained staff, providing physical and sensory benefits that enhance engagement and regulation. Additionally, pupils participate in 'Jo Jingles' music therapy sessions and yoga activities, which further promote sensory integration and emotional well-being. These interventions are embedded within our provision to ensure pupils develop essential communication and regulation skills in a supportive and structured environment.

Improved parental engagement will secure better social and educational outcomes for pupils

The Designated Safeguarding Lead is supported by a team of Family Liaison Officers who act as a vital link between school and home, ensuring consistent communication and support. Our Family Liaison Officers have introduced informal 'Coffee Catchup' sessions, attended by other professionals connected to the school, providing parents with networking opportunities and access to advice. In addition, we have increased opportunities for parents to engage with school life through book fairs, special assemblies, performances, and 'Life After Newton Bridge Academy' events. These initiatives ensure parents feel valued as key partners in their child's education, strengthening relationships and improving outcomes.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.