

Inscape House School Pupil Premium Strategy Statement

This statement details Inscape's use of pupil premium and recovery premium for the 2025 to 2026 academic year. Inscape House School is a specialist provision for children and young people with tendencies indicative of autism spectrum conditions and related social communication difficulties. We have high aspirations and ambitions for all of our children, and we are determined to ensure that our children are given every chance to realise and fulfil their full potential within the classroom and beyond. Our aim is to ensure that no child is left behind and pupil premium funding is used effectively to improve attainment and to enrich the lives of our most disadvantaged pupils.

School overview

Detail	Data
School name	Inscape House School
Number of pupils in school	159
Male	112
Female	47
Proportion (%) of pupil premium eligible pupils	37 (23.9%)
FSM	47 (29.6%)
EAL	5 (3.1%)
Adopted	8 (5.03%)
CLA	6 (3.77%)
SGO	1 (0.63%)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026

Statement authorised by	Hannah Stollar - Headteacher
Pupil premium lead	Helen Pechey
Governor / Trustee lead	Giles Gaddum

Inscape House School Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£37, 675
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	£37, 675

Part A: Pupil premium strategy plan

Inscape House School Statement of Intent

Our curriculum is enhanced by using Pupil Premium to sustain positive outcomes for our disadvantaged pupils. We employ strategies and interventions to remove barriers which can be caused by complex social, communication and emotional challenges, learning gaps, mental health difficulties and multifaceted personal circumstances including Adverse Childhood Experiences (ACEs). We promote full access to additional support, enrichment opportunities and targeted interventions to eliminate barriers to communication and learning and to enable learners to develop the skills and resilience that will enable them to flourish into adult life.

Common barriers to learning for disadvantaged pupils may include:

At Inscape House School, pupils with autism and associated difficulties face unique barriers, including:

Social communication challenges: these can hinder relationships and engagement.

Sensory processing differences: pupils cannot meet their own sensory needs independently which impacts on concentration and readiness to learn.

Emotional regulation issues: Pupils face challenges with anxiety and emotional regulation, which can adversely affect their learning and overall wellbeing.

Previous negative experiences in education settings that may impact on attendance and engagement in certain activities

Limited access to extracurricular opportunities: Disadvantaged pupils may have restricted access to activities that promote personal development and physical health.

Further barriers may include:

- Adverse Childhood experiences (ACEs)
- Difficulties in reasoning, problem solving, and organisation resulting from a significant cognitive communication need or learning difficulty.
- Mental health difficulties that may cause learners to be socially withdrawn and more difficult to engage.
- Attendance, engagement, and punctuality issues

For our pupils, these barriers are coupled with the added complexity of being neurodivergent. Challenges are varied within our neurodivergent learning community and there is no “one size fits all” plan or approach that can be implemented.

Adjustments to strategies and support for our pupils is based on evaluation outcomes to ensure effective use of funding. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals and our strategy will be determined by the challenges, strengths, and aspirations of each pupil.

We aim to achieve our objectives through:

- **Monitoring of Assessment Data:** We regularly monitor social, emotional behavioural, and academic assessment data to ensure accurate and timely identification of pupils in need of support through a variety of different platforms and markers.
- **Addressing, Academic/Functional Needs:** With a particular focus on reading, writing, language and social communication.
- **Evidence-Based Interventions:** High-quality, evidence-based interventions will be delivered by appropriately trained staff to ensure effectiveness.
- **Nurture Provision:** We are a nurturing school and have achieved the National Nurturing Schools UK Award. Adopting a whole school nurture approach will ensure that all staff embed approaches and strategies to develop growth and resilience in our learners. Staff have regular training on nurture, emotion coaching and trauma informed practice. Breakfast and snacks are also provided to ensure that all vulnerable pupils are ready to learn and have access to a varied and healthy diet and all our pupils are entitled to a free hot meal every day.
- **Inclusive Education Pathways:** as well as our core education offer and nurture provision, Inscape House School has an EOTAS and Outreach provision which provides a highly bespoke package tailored for each pupil to support them to achieve qualifications and skills for life. We have introduced an Autism Curriculum to support our pupils to understand their own neurodivergence and have introduced a PDA pathway to support pupils with a diagnosis of PDA or a demand avoidant profile.
- **Attendance Monitoring:** We monitor attendance and provide bespoke support to increase attendance for vulnerable learners or those struggling with emotionally based school non-attendance (EBSNA).
- **Mental Health Support:** Access to high-quality pastoral and mental health support will be facilitated through the use of a mental health tracker and whole-school mental health strategy, to identify needs promptly.
- **Community Engagement:** We ensure access to external provisions and community-based activities that provide high-quality enrichment, work experience, and life skills opportunities. Providing enrichment and community-based activities will improve social opportunities and support disadvantaged learners in developing the requisite skills in preparation for adulthood.
- **A Broad and Balanced Curriculum:** Helping pupils to access a tailored curriculum that focuses not just on academic qualifications, but also on the development of independence, social skills, employability learning and autism-specific areas for development.

Challenges

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

Challenge number	Detail of challenge
1	Our most disadvantaged pupils encounter extra challenges in achieving their potential and may often perform below their peers. Pupils at Inscape House School frequently face complex circumstances that affect their wellbeing, self-regulation, academic progress, attendance, and resilience.

2	Our pupils have limited opportunities to build social relationships, friendships, and cultural capital outside of school. This is due to their complex needs but also the geographical impact of attending an out of area school. This lack of social engagement can significantly affect their life chances and overall development.
3	Our assessments, observations, and discussions with pupils, families, and professionals reveal that disadvantaged pupils with autism require extra support to develop crucial social, communication, and life skills. Additionally, they require tailored assistance to address mental health-related challenges.

Intended outcomes.

By the end of our current strategy plan, we aim to foster an inclusive, supportive environment that promotes emotional well-being, academic engagement, and a sense of belonging for all pupils.

Intended outcome	Success criteria
<p>Growth and Resilience Through Evidence-Based Practices</p> <p>We aim to foster a growth mindset and increased resilience among pupils, encouraging them to perceive challenges as opportunities for progress and advancement.</p>	<ul style="list-style-type: none"> • Pupils demonstrate an understanding of growth mindset and develop their own resilience in a variety of situations. • Pupils develop an awareness of their own autism and how this presents for others. • Professional development initiatives will be grounded in research, focusing on systematic instruction to improve pupil independence. • Personalised learning will focus on individual strengths and interests, supporting the development of social and communication skills in our neurodivergent learners. • Nurturing principles are applied consistently throughout the school to overcome barriers to achievement, promoting engagement and participation. • Therapeutic support and interventions are effectively integrated into a tiered system, addressing sensory, physical, and emotional needs. • A flexible and ambitious curriculum is provided, tailored to the holistic needs of all pupils.

	<ul style="list-style-type: none"> • Access to mental health and wellbeing support at all therapeutic levels within school
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<p>Improved personal progress through our curriculum.</p> <p>Our objective is to improve the attainment and progress of disadvantaged pupils across all subjects, with a specific focus on Mathematics/reasoning and English/communication, relative to their starting points.</p>	<ul style="list-style-type: none"> • The quality of teaching and learning will be supported through ongoing staff Continuous Professional Development (CPD). • Continued development and enhancement of the curriculum so that it is more flexible for pupils that require a more nurturing and personalised pathway. • Subject-specific professional development will be facilitated by senior leadership and subject leaders. • Whole-school weekly professional development sessions will continue to be implemented, alongside a CPD library for in-house training. • Improved student performance will be demonstrated in annual assessments and at the conclusion of our strategy 2025-2026. • An increase in the number of disadvantaged pupils entered for GCSEs and external accreditation/awards. • A measurable reduction in behavioural incidents, absenteeism, and the attainment/progress gap between disadvantaged pupils and their peers.
<p>Holistic Improvement</p> <p>Our objective is to address the interconnected areas of engagement, behaviour, mental health, and attendance, ensuring that our strategies effectively support the holistic development of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Pupils with emotional school-based non-attendance will experience a measurable increase in engagement, positive behaviour changes, improved mental health, and enhanced attendance. • Positive shifts in mental health, as measured by a mental health and wellbeing tracker and Boxall profiling, with at least 80% of Pupils showing improvement. • Positive shift in wellbeing with the training of a cohort of student mental health champions • Targeted pupils will show improvement in attendance compared to baseline data.

	<ul style="list-style-type: none">• Pupils that were struggling to engage will actively participate in classroom discussions and extracurricular activities, as recorded by teacher assessments.• A reduction of behavioural incidents related to disengagement and avoidance, as documented in incident reports.• A higher proportion of pupils and parents will report feeling a greater sense of belonging and support within the school, as reflected in engagement surveys.
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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)

£4628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a comprehensive Continuous Professional Development (CPD) program to empower staff to systematically break down tasks, promoting student independence through targeted instruction.	<p>Through this initiative, staff will create visual task chains that guide pupils, enabling them to complete tasks with greater autonomy. Observations will indicate an increase in student independence, resulting in reduced reliance on adult intervention. Staff will have increased knowledge of trauma informed practice and supporting pupils with ACEs</p> <p>Evidence: Research indicates that effective CPD enhances teaching quality and student outcomes.</p> <p>Effective Professional Development EEF</p>	1

<p>Implementation of targeted CPD to focus on all staff understanding the impact of trauma and ACEs on a pupil's development and to understand trauma informed practice to support their development</p>	<p>Alongside their increased knowledge of PBS and the 4 functions of behaviour, staff will view incidents and behaviours of concern through the lens of trauma informed practice and behaviour as communication.</p> <p>Staff will develop their "toolkit" of strategies to support pupils who are disadvantaged to improve attendance and attainment</p> <p>Evidence: Staff training on trauma informed practice will improve incident responses and pupil support. Staff will understand the behaviour as a communication and use learned strategies to best support the pupil.</p>	<p>1, 2, 3</p>
<p>Implementation of targeted CPD to focus on all staff understanding why pupils self-harm and how to effectively support them and their families</p>	<p>Staff will develop their knowledge and understanding of why pupils self-harm and develop their understanding and skillset on how to spot warning signs and how to support both in the moment and afterwards</p> <p>Evidence: Staff training on self-harm will improve incident responses and pupil support. It will increase staff confidence in supporting pupils who self harm both in the moment, proactively and after an incident.</p>	<p>2, 3</p>
<p>Understanding Autism through curriculum design to foster pupils' understanding of their own autism, with a particular emphasis on the experiences of autistic females.</p>	<p>Over time, pupils will develop a strong sense of their autism identity, allowing them to self-advocate effectively.</p> <p>Staff are able to recognise early warning signs and use appropriate strategies to support pupils and use proactive strategies to enable those who mask and experience burnout to unmask and regulate, resulting in less burnout and improved quality of life, mental health and attendance for Pupils.</p> <p>Evidence: Fostering pupils' understanding of their autism helps develop self-advocacy and improves overall mental health and attendance.</p> <p><u>Helping young people to understand their autistic identity</u></p>	<p>1, 2, 3</p>

<p>Self-Harm CPD – “Attention Seekers”</p> <p>Staff will learn:</p> <ul style="list-style-type: none"> Key statistics on self-harm Understanding what self-harm is (definition) Common triggers and underlying causes The functions self-harm may serve for young people How to sensitively address suspected self-harm Best practices for responding to a student sharing their worries, including appropriate language use 	<p>Staff feel more confident and equipped to support and talk to individuals who self-harm. Promote trauma-informed attitudes towards people who self-harm, reducing negative responses (such as labelling as "attention seekers" or "manipulators") that can deter individuals from seeking help. Staff are better able to support pupils to seek help and this is reflected in a reduction of safeguarding concerns related to self harm.</p>	<p>2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6417

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of the Nurture, Outreach and EOTAS Curriculum. The curriculum will be refined to provide a more flexible and nurturing environment for pupils requiring bespoke provision. Staff will assess the current curriculum for relevance and applicability to pupils' individual needs.</p>	<p>The development of the Nurture, Outreach and EOTAS curriculum will engage pupils exhibiting patterns of Emotionally Based School Non-Attendance (EBSNA) through comprehensive assessment, therapeutic interventions, and tailored educational support. By addressing the specific needs of these pupils, we anticipate improved engagement, attendance, and a greater sense of belonging within the school community.</p> <p>Evidence: A tailored curriculum for pupils exhibiting Emotionally Based School Non-Attendance (EBSNA) enhances engagement and belonging through targeted support.</p> <p><u>The impact of a whole-school approach to nurture - nurtureuk</u></p>	<p>1, 2, 3</p>

<p>Boxall Profiling used to identify and address hidden issues, ensuring that every pupil gets the support they need to engage fully with their learning.</p>	<p>Rolling out whole-school training on Boxall profiling and prioritising disadvantaged pupils to enable staff to focus on social, emotional and behavioural areas for development.</p> <p>Evidence: Focus on social, emotional, and behavioural areas for development enhances staff understanding.</p> <p>Why Boxall Profile? - Boxall Profile Online®</p>	<p>2, 3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Manchester United Foundation partners with Inscape House School to implement innovative projects that enrich student experiences. Activities include enrichment programmes, after-school initiatives, work experience, and employability coaching, aimed at uniting the community through football.</p>	<p>The activities delivered and wider strategies of support through this project significantly enhance our pupil's wellbeing, social skills, and overall engagement by helping to address the multifaceted challenges that they encounter.</p> <p>Research demonstrates that participation in sports provides numerous benefits that extend beyond physical fitness. Engaging in sports and community activities fosters a sense of belonging, which is particularly crucial for pupils who may feel isolated or disconnected. This sense of belonging will lead to improved self-esteem and mental health, as pupils develop supportive relationships with peers and mentors through the MUFC partnership.</p> <p>Evidence: Participation in sports and community initiatives fosters social skills and a sense of belonging, significantly improving mental health and self-esteem.</p> <p>Manchester United Foundation - Engage. Inspire. Unite.</p>	<p>2, 3</p>

<p>Drum roots - Tailor-made weekly drumming programme.</p>	<p>Drumming has been shown to enhance individual happiness and well-being by relieving stress and promoting calmness. It aids in addressing various physical and mental challenges and has proven benefits such as boosting the immune system and lowering blood pressure.</p> <p>Evidence: Group drumming enhances well-being and reduces stress, contributing positively to mental health. It also promotes social skills, listening skills and non-verbal communication and enhances a sense of community</p> <p>Drumroots West African Drumming foundations</p> <p>Making music for mental health: how group drumming mediates recovery Psychology of Well-Being Full Text</p>	<p>2, 3</p>
<p>weekly climbing sessions facilitated with instructor support.</p> <p>Depot Climbing Manchester Home Depot Climbing Manchester : Depot Climbing Manchester</p>	<p>Climbing offers both physical and mental challenges, fostering a sense of accomplishment. It teaches vital life skills such as teamwork, problem-solving, exercise, courage, and resilience.</p> <p>Evidence: Climbing fosters resilience and teamwork, providing both physical and mental health benefits.</p> <p>The Mental Health Benefits of Rock Climbing</p>	<p>2, 3</p>
<p>Animal Assisted Intervention - goal-oriented activities that incorporate animals into education/therapy.</p>	<p>Research indicates that animal-assisted therapies can significantly improve mental, physical, social, and emotional health. Therapeutic sessions may involve walking, brushing, and caring for animals, with a focus on achieving therapeutic goals.</p> <p>Evidence: Research indicates significant improvements in mental, physical, social, and emotional health through animal-assisted therapies.</p> <p>Animal Therapy Purpose, Benefits, and Types</p>	<p>1, 2, 3</p>

Carrington Riding School <u>Carrington Riding Centre</u>	<p>Carrington Equine College collaborates with Trafford College to engage vulnerable young people, fostering positive self-regard and aspirations for the future through equine activities.</p> <p>Evidence: Equine activities foster positive self-regard and aspirations for the future.</p> <p><u>Riding high • SEN Magazine</u></p>	1
CERA CYCLOAN -Practical training in a live cycle shop and workshop to equip pupils with the skills and knowledge needed to gain employment in the cycle trade.	<p>CERA Cycloan's Alternative Educational Provisions provide activities and support to re-engage learners through hands-on, practical experiences. These programs empower our pupils to set their own goals within a supportive and structured curriculum, fostering an environment conducive to personal growth.</p> <p>Activities aim to enhance learners' confidence and self-esteem while equipping them with essential life skills that open new pathways for their futures.</p> <p>Research indicates that activities such as bike maintenance and cycling significantly improve outcomes for Pupils with Special Educational Needs (SEN), contributing to increased physical health, social interaction, and self-efficacy.</p> <p>Evidence: Activities like bike maintenance and cycling improve outcomes for Pupils with SEN.</p> <p><u>Schools & Local Authorities – Cycloan Education And Restorative Approaches</u></p> <p><u>https://beewellprogramme.org/greater-manchester/youth-participation/everyday-success-project/how-practical-learning-at-ceracyloan-helps-as-wellbeing/</u></p>	1, 2, 3

<p>Music Therapy Pilot with Nordoff and Robins. Pupils with a disability or social isolation have limited opportunities to express themselves and engage with others. Music therapy helps to break through those barriers. By making music in a collaborative way, pupils learn to communicate, connect and be truly present</p>	<p>Pupils with a disability or social isolation have limited opportunities to express themselves and engage with others. Music therapy helps to break through those barriers. By making music in a collaborative way, pupils learn to communicate, connect and be truly present</p> <p>Evidence</p> <p>Research shows music therapy can improve outcomes for mental health, positive experiences, quality of life, improved communication and improved relationships.</p> <p><u>Statistics and evidence - Nordoff and Robbins</u></p>	<p>1, 2, 3</p>
<p>Mental health champions training. Working with “One Goal” to train a cohort of Pupil Mental Health Champions</p>	<p>A cohort of pupils will be trained to be a Mental Health Champion. They will learn to understand their own feelings, different aspects of mental health, how to manage their own emotions and how to offer help and support to others.</p> <p>They will work amongst their peers to promote positive mental health and wellbeing and signpost pupils when they are struggling</p> <p><u>Home</u></p>	
<p>EBSNA training through EdPsychEd</p> <p>A comprehensive CPD course on Emotional Based School Avoidance by specialist EP, Dr Jerricah Holder, which develops our understanding and skills to support children and young people experiencing difficulties attending school.</p> <p><u>EdPsychEd EBSA Horizons School Training</u></p>	<p>Training a cohort of staff in broad range of strategies tailored to the pupil's needs to support them in not just attending more regularly, but to sustainably feel more comfortable and confident in school.</p>	<p>2, 3</p>

Total budgeted cost: £37, 675

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 2024 to 2025 academic year.

The implementation of targeted interventions across 2024-2025 at Inscape House School has significantly enhanced the progress, development, and well-being of our Pupils with special educational needs (SEN), particularly those who are neurodiverse.

Specific and tailored staff CPD has had a significant impact on the engagement and attainment of our vulnerable pupils. Staff have increased their understanding of barriers to learning and have increased their skillset in areas such as (but not limited to) girls and autism, EBSNA, emotion coaching, PDA and ACES. This greater understanding has supported all our students to be able to engage in all aspects of school life more fully. A specific focus with all staff around PBS and the function of behaviour has also allowed staff to develop their understanding of behaviours of challenge and strategies to support.

The residential trip to Calvert Lakes allowed pupils to build independence, confidence, social skills, and resilience through experiences outside their usual routine, allowing students to develop life skills, form stronger bonds, and increase their cultural capital in a supported environment. The residential provide tangible benefits that positively impacted learning and personal growth.

Continued development of our EOTAS/outreach programme has had a significant impact on a vulnerable group of pupils who were previously not attending school. They are now accessing education, social interactions and opportunities, developing their life skills and improving their sense of self worth and self-esteem.

Drumming sessions, facilitated by the Drum Roots initiative, have positively impacted mental well-being by providing a creative outlet for emotional expression. These sessions promote collaboration and communication within our diverse learning community while simultaneously enhancing motor skills for pupils facing physical challenges.

Engagement in climbing activities has contributed to the development of resilience, teamwork, and problem-solving skills among our diverse learners. Participating in these physically and mentally challenging activities has fostered positive outcomes for pupils' overall mental and physical well-being.

Our school-based animal intervention programme has successfully enhanced the social, emotional, and physical health of pupils who have struggled to engage with peers or participate in classroom activities. Animal-assisted interventions have provided pupils with opportunities to partake in therapeutic activities that promote overall well-being, thereby creating a nurturing environment that addresses the diverse needs of our pupils. Some pupils have also been able to achieve an accredited qualification.

Equine activities offered through Carrington Equine College have played a vital role in raising aspirations and fostering positive self-esteem among our vulnerable pupils, including those with an SEMH profile. These experiences have been instrumental in building confidence and enhancing personal development, while also focusing on potential routes to employment.

The partnership with the Manchester United Foundation has provided a variety of enrichment activities that have improved community engagement. This collaboration has offered opportunities for employability coaching and teamwork, significantly contributing to the holistic development of our neurodiverse pupils.

In summary, these activities and interventions have collectively enriched Inscape's curriculum, creating an environment that enhances the academic, social, and emotional development of disadvantaged children. By addressing their unique challenges, we have continued to promote meaningful progress and growth across various domains, demonstrating our commitment to the success and well-being of all our Pupils.