Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2026 to 2027 academic year to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Limpsfield Grange School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	31.10.26
Date on which it will be reviewed	31.10.27
Statement authorised by	Sarah Wild
Pupil premium lead	Emma Phillips
Governor lead	Jayne Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2026-2027)	£31,170
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£31,170

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students in all areas of our WACI curriculum (Wellbeing, Achievement, Communication and Independence). All of our students have an Education, Health and Care Plan, so socio-economic disadvantage is not the primary challenge that they face. We therefore consider every disadvantaged student as an individual as opposed to considering them as a group and making comparisons between them and their non-disadvantaged peers. Our strategy is focused on the individual needs and strengths of each disadvantaged student, which often change over time, based on formal and informal assessments. Funding is not routinely spent on whole-school approaches that will benefit all students. As a specialist provision, all students have access to an appropriate curriculum and receive Quality First Teaching.

Pupil premium funding is used to support one or more of the four WACI areas. We do not focus solely on teaching and learning interventions and improving academic achievement. We seek to work collaboratively with the parents/carers of our disadvantaged students to make joint decisions on how the funding for their child is used.

Challenges

We have identified that the overwhelming majority of our disadvantaged students do not have access to a suitable computer at home to support their learning, for example, for homework and to use during any period of school closure. We have therefore provided all of our disadvantaged students with a laptop for use at school and at home, so that the two can be linked seamlessly.

The further challenges that our disadvantaged students face are very individual and are usually as a result of their SEND. They are then further impacted by their disadvantaged status. As a result of this and the small number of disadvantaged students that we have, it is not possible to draw broad conclusions about their shared and common challenges as a group. We continue to look at every disadvantaged student as an individual and to identify what challenges they face and what interventions we can put in place to support them.

The list below is not exhaustive, but it details some of the common challenges faced by individual disadvantaged students at Limpsfield Grange.

- Parental attendance at Parents Evening and Annual Review meetings due to not having access to their own transport, the rising cost of public transport and fuel and the semi-rural location of the school.
- Difficulties with students participating in educational visits, particularly residential visits and participating in extracurricular events and activities.
- Difficulties with students attending school before/after a medical appointment, as their LA provided transport is inflexible, resulting in them missing a whole day.

- Access to resources for homework and revision.
- Access to after school activities/clubs in their local area.
- Difficulties with purchasing school uniform and equipment.
- Access to personal care and hygiene items.
- Fewer opportunities to develop cultural capital outside of school and to build general knowledge and experiences.
- Access to emotional support and pastoral interventions.
- Difficulties with parental engagement through the usual school communication channels.
- Access to tutoring in core subjects.
- Access to tutoring to support them in accessing additional GCSE qualifications (taken outside of school)
- Low reading and spelling ages.

Outcomes

When planning an individual intervention for a disadvantaged student, the intended outcomes for that student are identified. Where it is appropriate, the student and staff member agree the outcomes for the intervention, by which progress and impact will be measured.

The use and impact of pupil premium funding is monitored and evaluated on an ongoing basis by the Deputy Headteacher and is reviewed by the Senior Leadership Team once every month and by our Pupil Premium Governor once a term. These ongoing reviews inform us of the number of interventions that are taking place under each of the four WACI areas and of the clear outcomes by which impact can be measured. It allows us to scrutinise the number of interventions where a student has made progress. This area is further monitored by the Curriculum Community and Student Welfare Committee and the Full Governing Body.

Pupil Premium Spending 2025-2026

0% of Pupil Premium income from 2025-2026 was carried forward to 2026-2027.

	Wellbeing	Academic	Communication	Independence
Spend as a percentage of total funding received	64%	24%	2%	15%
Spend as a percentage of total expenditure	61%	23%	2%	14%

Educational visits	1%
After school activities/clubs	3%
Resources for homework and revision.	1%
Uniform and equipment	13%
Tutoring	3%
Laptops	12%
Supporting parental engagement	5%
Supporting student attendance, as a result of medical appointments	1%
Interventions (academic)	14%
Interventions (wellbeing)	46%
Interventions (independence)	0%

Pupil Premium Anticipated Spending 2026-2027

It is expected that the proportion spent on all interventions as outlined above, will be broadly the same this year.