



Baskerville School
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Pupil Premium Strategy Plan 2025/6

(This is how we are going to make a difference!)

1. School Overview

School name: Baskerville School

School type: Special 11-19 ASD specialist

Pupils in school: 188

Proportion of disadvantaged pupils: 35%

Pupil premium allocation this academic year: £66,000

Academic years covered by statement: April 2025 - April 2026

Publish date: March 2025

Review date: February 2026

Statement authorised by: Allan Lacey - Headteacher

Pupil premium lead: Allan Lacey- Headteacher

Governor lead: TBC Derek

2. Funding Overview

Funding Source	Amount
Pupil Premium funding allocation this academic year	£62,000
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years	£12,000
Total budget for this academic year	£74,000

3. Statement of Intent

At Baskerville School, we believe every student deserves high-quality education regardless of their background or the challenges they face. Our pupil premium strategy is tailored to the specific needs of our learners, focusing particularly on literacy, communication, and sensory regulation skills which are foundational to all learning.

Research evidence shows that disadvantaged pupils face additional challenges in developing literacy skills, effective communication, and managing sensory experiences. Our strategy aims to address these specific barriers by supporting pupils through targeted academic interventions, wider approaches to personal development, and high-quality teaching that incorporates autism pedagogy.

This strategy aligns with our whole-school approach to supporting learners while addressing the additional barriers faced by disadvantaged pupils. Through evidence-based interventions and a focus on the EEF's recommended tiered approach, we aim to close achievement gaps and provide all pupils with the skills they need to thrive.

4. Challenges

Challenge Detail of Challenge

- 1 **Literacy skills** - Many disadvantaged pupils enter school with very significantly lower reading fluency, comprehension, and vocabulary compared to neurotypical peers, affecting progress across the curriculum. These challenges are often compounded by language processing differences associated with autism.
- 2 **Communication barriers** – Our pupils from disadvantaged backgrounds demonstrate reduced confidence and proficiency in verbal and non-verbal communication, limiting their ability to express needs, engage socially, and access learning. Many require augmentative and alternative communication (AAC) support.
- 3 **Sensory processing differences** - Disadvantaged pupils may have limited access to appropriate sensory regulation tools and environments at home, affecting their ability to engage with learning activities.
- 4 **Resources at home** - Limited access to autism-specific resources, visual supports, structured learning environments, and literacy-rich materials outside school.
- 5 **Parental engagement** - Lower levels of parental engagement with reading, communication strategies, and school activities among disadvantaged families, often due to limited understanding of autism-specific approaches.
- 6 **Attendance** - Higher rates of absence and persistent absence among disadvantaged autistic pupils, often related to anxiety, sensory overload, and medical appointments, reducing instructional time.
- 7 **Transition challenges** - Difficulties managing transitions between activities, environments, and life stages, which are particularly acute for disadvantaged autistic learners with limited support outside school.

5. Intended Outcomes

Intended Outcome	Success Criteria
Improved reading attainment and comprehension among disadvantaged autistic pupils	Reading assessment data shows accelerated progress for disadvantaged pupils, narrowing the gap with peers. Read Write Inc. assessments demonstrate improved phonics knowledge and application. Pupils demonstrate increased engagement with text and improved comprehension strategies.
Enhanced communication skills across multiple modalities	Observation data and communication assessments show improved verbal expression, non-verbal communication, listening skills, and confidence in communication. Pupils effectively use their preferred communication systems (including AAC where appropriate) to express needs, engage socially, and participate in learning.
Improved sensory regulation and reduced sensory-related barriers to learning	Reduction in sensory-related incidents and anxiety. Pupils demonstrate increased ability to use self-regulation strategies and tools. Learning engagement increases as sensory barriers are reduced.
Increased engagement with reading and communication activities	Reading logs and observations demonstrate higher frequency of independent reading, communication initiation, and improved attitudes toward literacy and social interaction.
Higher rates of parental involvement in supporting autism-specific strategies	Increased attendance at parent workshops, consistent implementation of recommended strategies at home, and positive feedback from parent surveys indicating improved confidence in supporting their autistic child.
Improved attendance for disadvantaged autistic pupils	Attendance rates for disadvantaged pupils improve to meet the school target of 90%. Reduction in persistent absence rates among disadvantaged pupils. Decrease in anxiety-related school refusal.
More successful transitions between activities, environments, and life stages	Pupils demonstrate reduced anxiety around transitions. Reduction in transition-related behavioural incidents. Increased independence in navigating changes to routines and environments.

6. Activity in this Academic Year

High-Quality Teaching

Activity	Evidence that supports this approach	EEF Category	Challenge Number(s) Addressed
Professional development for all teaching staff in Read Write Inc. methodology adapted for autistic learners	EEF's Teaching and Learning Toolkit shows that high-quality literacy interventions and phonics instruction deliver significantly higher rates of progress. Adaptations for autistic learners, such as increased visual supports and structured, predictable teaching sequences, enhance effectiveness for this population.	Phonics Reading comprehension strategies (1, 2, 4
Training all staff in autism-specific communication approaches, including visual supports, structured language, and AAC	Research indicates that autism-specific communication approaches significantly improve outcomes for autistic learners. The EEF's Improving Literacy guidance emphasizes the importance of explicit language teaching, which is enhanced through autism-specific adaptations.	Oral language interventions	1, 2, 7
Development of sensory-informed classroom environments with appropriate regulation tools and spaces	Research shows that sensory-informed environments reduce barriers to learning for autistic pupils by minimizing sensory overload and providing appropriate sensory input. This approach helps all autistic pupils but particularly benefits those with limited access to sensory supports at home.	Metacognition and self-regulation (3, 6, 7
Implementation of structured teaching	Evidence indicates that structured teaching approaches and self-	Metacognition and self-	3, 6, 7

Activity	Evidence that supports this approach	EEF Category	Challenge Number(s) Addressed
approaches across the curriculum with visual schedules, work systems, and clear routines	improve independence, reduce anxiety, and increase learning engagement for autistic pupils. These approaches support executive functioning and reduce transition-related challenges.	regulation (+7 months)	

Targeted Academic Support

Activity	Evidence that supports this approach	EEF Category	Challenge Number(s) Addressed
Deploy Reading Champions to deliver targeted one-to-one and small group reading interventions using autism-adapted Read Write Inc.	EEF research indicates that small group tuition and one-to-one tuition can significantly improve progress. Adaptations for autistic learners include increased visual supports, predictable routines, and attention to sensory needs during intervention sessions.	One to one tuition Small group tuition Teaching assistant interventions	1, 2, 3
Communication Champions to implement personalised communication plans and strategies for disadvantaged autistic pupils	Evidence suggests that oral language interventions which focus on spoken language and verbal interaction can significantly improve progress For autistic pupils, individualized communication approaches that address specific needs (including AAC where appropriate) show significant benefits.	Oral language interventions	2, 4, 5
Sensory regulation interventions led by trained staff, including	Research demonstrates that targeted sensory regulation interventions improve learning readiness and reduce barriers to engagement for autistic	Metacognition and self-regulation	3, 6, 7

Activity	Evidence that supports this approach	EEF Category	Challenge Number(s) Addressed
sensory diets and self-regulation strategies	pupils. These interventions support pupils in developing independent regulation strategies.		
Structured social communication groups using evidence-based approaches	Social communication interventions designed specifically for autistic learners show positive outcomes for social engagement, pragmatic language skills, and peer interaction. Small group formats provide opportunities for practicing skills in supportive environments.	Small group tuition Social and emotional learning	2, 7

Wider Strategies

Activity	Evidence that supports this approach	EEF Category	Challenge Number(s) Addressed
Parent workshops on supporting autistic children with reading, communication, and sensory regulation at home, with resources provided to disadvantaged families	EEF research shows that parental engagement can significantly affect progress when parents are given specific strategies to support learning at home. For autistic children, parent-implemented interventions show positive outcomes across multiple domains.	Parental engagement	1, 2, 3, 4, 5
Development of school library with autism-friendly and sensory-appropriate reading materials for home lending, overseen by Reading Champions	Access to appropriate books is a prerequisite for reading practice. Research indicates that autism-friendly books (high-interest topics, appropriate text complexity, visual supports) increase	Parental engagement	1, 4, 5

Activity	Evidence that supports this approach	EEF Category	Challenge Number(s) Addressed
Attendance officer working with families of disadvantaged autistic pupils with poor attendance, addressing autism-specific barriers	<p>engagement and reading outcomes for autistic pupils.</p> <p>Research shows that addressing attendance is a prerequisite for any academic intervention to be effective. For autistic pupils, attendance challenges often relate to anxiety, sensory overload, and transition difficulties, requiring specialized approaches.</p>	N/A	6, 7
Creation of home-school communication systems to support consistency and transitions	Evidence suggests that consistent approaches between home and school significantly benefit autistic pupils by reducing transition challenges and promoting skill generalization.	Parental engagement	2, 5, 7
Provision of sensory regulation kits for home use by disadvantaged pupils	Research indicates that access to appropriate sensory tools improves regulation, reduces anxiety, and increases readiness for learning. Providing these resources to disadvantaged families addresses inequities in access.	Metacognition and self-regulation	3, 4, 6

7. Implementation and Monitoring

Area	Implementation Strategy	Monitoring Approach
Reading Champions Program	<p>Recruit and train TAs as Reading Champions with autism expertise</p> <p>Develop intervention schedule and student groupings</p> <p>Provide ongoing professional development in autism-specific literacy approaches</p> <p>Establish clear protocols for autism-adapted Read Write Inc. interventions</p> <p>Create visual supports and structured materials for intervention sessions</p>	<p>Half-termly reading assessments using autism-appropriate measures</p> <p>Reading Champion intervention logs with detailed observations</p> <p>Student progress reviews including sensory and engagement factors</p> <p>Regular observation of intervention sessions by senior staff</p> <p>Pupil feedback using accessible formats</p>
Communication Champion Program	<p>Appoint and train Communication Champion in autism-specific approaches</p> <p>Develop individualized communication plans based on comprehensive assessment</p> <p>Create resources to support communication strategies across contexts</p> <p>Establish classroom observation schedule</p> <p>Implement AAC systems where appropriate</p> <p>Develop communication passports for consistent approaches</p>	<ul style="list-style-type: none"> • Communication skills assessments using autism-specific tools <p>Teacher observations of student communication across contexts</p> <p>Review of personalized communication plans</p> <ul style="list-style-type: none"> • Feedback from staff and parents <p>Tracking of AAC implementation and effectiveness</p> <p>Measurement of functional communication in real-world contexts</p>
Sensory Regulation Program	<p>Train staff in sensory assessment and intervention</p>	<p>Sensory profile assessments pre/post intervention</p>

Area	Implementation Strategy	Monitoring Approach
	<p>Conduct individual sensory profiles for disadvantaged pupils</p> <p>Develop personalized sensory diets and regulation strategies</p> <p>Create sensory-friendly spaces within school</p> <p>Prepare home sensory kits for disadvantaged families</p>	<p>Tracking of sensory-related incidents and regulation strategy use</p> <p>Measurement of learning engagement following regulation activities</p> <p>Staff and parent feedback on strategy effectiveness</p> <p>Pupil self-assessment of regulation using accessible tools</p>
Parental Engagement	<p>Schedule regular parent workshops on autism-specific strategies</p> <p>Develop take-home resources adapted for autistic learners</p> <p>Create accessible communication channels for ongoing support</p> <p>Establish home-school consistency in approaches</p> <p>Provide parent coaching in autism strategies</p>	<p>Workshop attendance records</p> <p>Parent surveys using accessible formats</p> <p>Home implementation records</p> <p>Tracking of resource utilization</p> <p>Parent confidence measures</p> <p>Home-school communication frequency and quality</p>
School Library Development	<p>Audit current resources for autism-appropriateness</p> <p>Purchase new books targeting autism-specific interests and needs</p> <p>Develop efficient lending system with visual supports</p> <p>Train staff in supporting autistic pupils with book selection</p> <p>Create visual guides for book content</p>	<p>Book borrowing rates by disadvantaged pupils</p> <p>Student reading engagement measures</p> <p>Library usage data</p> <p>Quality and appropriateness of reading resources</p> <p>Pupil feedback on book preferences and engagement</p>

Area	Implementation Strategy	Monitoring Approach
Attendance Initiatives	Identify students with attendance concerns	Weekly attendance reports with analysis of patterns
	Develop personalized attendance plans addressing autism-specific barriers	Reduction in persistent absence
	Implement anxiety-reduction strategies for school attendance	Case studies of improved attendance
	Establish clear communication protocols with families	Family engagement metrics
	Create gradual return plans where needed	Anxiety measures related to school attendance Analysis of absence reasons to target interventions

8. Review and Evaluation

The impact of our pupil premium strategy will be evaluated through:

1. **Termly data analysis** - Examining reading assessments, communication development, sensory regulation measures, and attendance figures with specific attention to autism-appropriate progress measures
2. **Student voice** - Regular feedback from disadvantaged autistic pupils about their experiences with reading, communication, and regulation using accessible formats appropriate to their communication profiles
3. **Staff feedback** - Input from teachers, Reading Champions, and Communication Champion about intervention effectiveness and implementation challenges specific to autistic learners
4. **Parental engagement metrics** - Measuring workshop attendance, home strategy implementation, and parent survey responses regarding confidence in supporting their autistic child
5. **External review** - Annual review by SLT and governors to assess strategy effectiveness and value for money, with input from autism specialists
6. **Autism-specific outcome measures** - Using validated tools to measure progress in communication, sensory regulation, anxiety reduction, and independence skills
7. **Case studies** - Detailed tracking of individual pupils to demonstrate impact and identify successful approaches

9. Additional Information

This strategy is part of our whole-school approach to supporting autistic learners, with specific attention to the additional barriers faced by disadvantaged pupils. We recognize that effective interventions for autistic pupils often require adaptations to standard approaches, longer implementation timeframes, and consideration of progress across multiple domains beyond academic achievement.

Our Reading Champions and Communication Champion initiatives represent our targeted approach to addressing specific barriers faced by disadvantaged autistic pupils at Baskerville School. These roles are designed to build capacity within our staff team while providing direct support to our most vulnerable learners.

By implementing this comprehensive strategy, we aim to create an environment where all autistic pupils, regardless of background, can develop the communication, literacy, and self-regulation skills needed to achieve their full potential