

Pupil premium strategy statement 24/25

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 26: You have the right to help from the government if you are poor or in need.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

The school receives funding to ensure we can provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium. Eligible primary pupils receive £1480 and eligible secondary pupils receive £1050 per year. This includes pupils who were eligible for free school meals, (or who have been in the last six years).

Pupils who are or have been looked after, receive £2570 and pupils whose families are serving in HM Forces receive £340. It is our role to ensure we allocate and spend this funding responsibly, to have the greatest impact on the progress of these pupils and close any gaps between them and non-eligible peers.

This statement details our school's use of Pupil Premium funding to help improve the attainment and achievement of our disadvantaged pupils. It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending had within our school.

School overview

Detail	Data
School name	Grange Academy
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	63 pupils (41%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 -26
Date this statement was published	15/09/2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachel Timms
Pupil premium lead	Rachel Timms
Governor / Trustee lead	tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,810
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years.	Nil
Total	£60,810

Part A: Pupil premium strategy plan

Statement of intent

At Grange Academy, we use Pupil Premium funding to achieve positive outcomes for our disadvantaged pupils. All our pupils have special educational needs, therefore socio-economic disadvantage is not always their primary challenge. However, we do see some variance in outcomes for disadvantaged pupils when compared to their peers. As a result of bespoke and effective support, progress made by this group is at least in line with their peers: our use of funding aims to sustain and develop this. As such support is focussed on the areas of:

- Academic attainment
- Well-being
- Progression to further education
- Employability
- Social opportunities
- Life experiences

The heart of our approach is a commitment to high-quality teaching, focussed on areas that disadvantaged pupils require most: targeted support based on diagnostic assessment of need, and helping pupils to access a meaningful, broad and balanced curriculum ensuring they reach their full potential. Within our curriculum we have a rigorous focus on the development of independent life skills and preparing pupils for the next stages in their education and adult life. This includes work experience, careers guidance and frequent opportunities to apply skills to real-life situations.

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

Our strategy is driven by analysis of the strengths and needs of each pupil, based on accurate assessment and knowledge of them, not assumptions. This ensures the maximum impact of spending on the outcomes for each child. A key thread of our approach is to develop our pupils' 'green' climate awareness and the skills of planet guardianship – restoration, conservation and sustainability.

In line with the 3-tiered approach in Education Endowment Fund's Pupil Premium guide, activities are those that focus primarily on:

- developing high-quality teaching, for example through professional development and recruitment and retention
- providing targeted academic support, such as one-to-one or small group tuition

- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

As such all our strategies are linked with these areas.

Teaching and learning: We provide an inspiring school experience where lessons are purposeful, active, and engaging. Quality first teaching and interventions are forensically focussed on closing identified gaps for our pupils. Pupil Premium funding contributes to ensuring that staff are fully skilled, since specialist staff are the key to outstanding learning. Money is also spent to ensure that experiential learning is strong, and pupils are actively involved to develop their recall, long-term knowledge and skill development within a real-life context.

Non-academic barriers: We aim to build the cultural capital of all our pupils to allow them to be successful, ensuring that disadvantaged students access the same opportunities as their non-disadvantaged peers. This cultural capital is nurtured to help pupils develop the knowledge and life skills they need to have a positive impact on themselves and their wider community, applying learnt skills to have a positive impact on 'real life scenarios'. We also focus spending on supporting family engagement, by supporting parenting skills, for example around online safety, attendance, well-being or developing independence. Our strategies embody the April 24 EEF advice

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>, to diminish the difference in outcomes for pupils in receipt of Pupil Premium funding. All strategies are evaluated for impact at least half termly.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that our cohort of disadvantaged pupils make broadly the same or better progress than their peers. As a result of support, more Pupil Premium eligible pupils make 'better than expected progress' than their non-disadvantaged peers in maths and writing (see below). This indicates the effectiveness of support so strategies will continue. As our pupils have individual special needs, progress expectations are personalised. We focus on ensuring that all pupils achieve their own aspirational targets. Due to their cognitive profiles, many pupils struggle to recall previous learning. This often results in reduced self-esteem. These are two significant barriers to learning. Challenge 1 is to ensure that all disadvantaged pupils make expected (or better) progress from their starting points and achieve a range of meaningful qualifications.

2	Our assessments, observations and discussions with pupils show they have fewer out-of-school experiences which build their cultural capital and opportunities to apply skills in real life situations; this inhibits their vocabulary, understanding of the world and ability to positively impact their community. As many pupils travel to school via taxis, this reduces the access to after school clubs; limited cultural capital is a barrier to learning. Challenge 2 is to ensure that all disadvantaged pupils are provided with opportunities which increase their life experiences, build their cultural capital and apply skills within real life situations.
3	Attendance and lateness prevent some of our disadvantaged pupils from achieving as well as they should because they miss out on key activities and building blocks of the curriculum. The Pupil Premium eligible group had attendance of 94.5% in 23/24 compared to the cohort (who achieved 95.3%). Challenge 3 is to ensure that all disadvantaged pupils are motivated to achieve at least 96% attendance and punctuality.
4	Our assessments, observations and discussions show that financial worries as living costs increase have a significant impact on life experiences and outcomes, findings which are backed up by national studies. This particularly impacts life skills and community access. Challenge 4 is to ensure all disadvantaged pupils are supported to develop key life skills such as financial literacy, sustainability skills, green awareness, confidence using public transport, accessing the community, self-care skills and keeping safe and that no pupil misses out for financial reasons.
5	Oral language skills and development are an area of challenge for many of our disadvantaged pupils (linked to their SEND needs) and this is further impacted by infrequent personal reading/listening to high-quality children's literature at home (for a variety of reasons). Challenge 5 is to ensure all disadvantaged pupils can access high quality material and experiences which develop their language skills.
6	Some disadvantaged children have social and emotional barriers to learning. They find it difficult to demonstrate resilience, self-regulate and persevere, so require additional support to develop and refine these skills. Challenge 6 is to ensure all disadvantaged pupils have access to a range of well-being support which enables them to engage positively and develop increasing resilience: this includes quality first teaching, Forest School, animal experiences and personalised well-being support packages.
7	Our observations and discussions with families show that some of our disadvantaged pupils experience less family support than their peers. This can be for a variety of reasons including family confidence, health, or difficulties engaging. Challenge 7 is to ensure that all families feel supported to engage and empowered to support their children.

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
The progress of disadvantaged pupils is at least in line with non-disadvantaged pupils.	- Progress from starting points will be expected or better for all disadvantaged pupils (based on aspirant targets). - Pupil work and feedback will show increased recall of key knowledge and skills. - All disadvantaged pupils will leave with a range of qualifications linked to their future career aspirations and personal profiles.
All pupils learn about the 'Green Thread' of climate guardianship and have opportunities to be change makers, leading 'green theme projects' within our local community and internationally.	- By participating in the climate focussed sustainability projects, pupils across the school will be able to demonstrate the impact of changes they have led to improve our community (see pupil evidence), - As a result of participating, pupils will feedback that their own confidence and interaction skills have improved, which will be observed by staff and families. - Pupils will take a lead for implementing projects within classes and at home alongside wider community events.
The quality of curriculum and learning experiences is consistently good or better; evidence shows a positive impact on pupils' progress, cultural capital and their ability to apply skills to real life situations.	- The sequence of the curriculum in each new 'nest' will be outstanding in all areas by July 25, topics and content will be precisely matched to pupil needs reflecting the belief that the 'greatest enemy of understanding is coverage; teach less, learn more' Gardner 1996. Pupil leadership and ownership of learning will be evident in feedback. - Planning, work and observations demonstrate consistent provision for - Strengthening working memory and recall - Pupil ownership of active learning As a result, disadvantaged pupils will feedback and demonstrate at least good progress across the curriculum. 100% pupils (regardless of disadvantage) will take part in a range of experiences including visitors, trips, Forest Schools experiences and opportunities to make a difference to their local community which will be reflected in their work. 100% pupils will access a club/ event during the school year (school staff led and links will be made with local cadets, Boys' Brigade, water sports).
As a result of teaching linked to our schools' cultural context, pupils will	Pupils will demonstrate progress in their life skills, so they are ready to transition into post 16 placements (including our own proposed sixth form) and live as

demonstrate progress in financial and other life skills, positively impacting their local community ensuring they are ready for adult life.	self-sufficiently as possible. This will include practical self-care skills: making food, hygiene, using essential apps, travel training and financial awareness alongside skills for keeping safe, work experience and healthy relationships. Pupils will demonstrate their abilities as change makers in their school and beyond via the impact of the Share Shack and local community feedback around projects.
All pupils will have access to quality support for mental health and wellbeing ensuring they are able to access the curriculum without any emotional barriers.	- The new interoceptive curriculum will demonstrate positive impact through pupil feedback and tracking including reduced concern logs. - Pupils will have increased access to the additional funded trained therapeutic staff and services (with new CAMHS school partnership) and feedback positive impact. - Pupils involved in negative incidents will have a reduction in the severity and frequency, as a result of bespoke support. - Family partnership will increase, and their feedback will show positive impact at home alongside school. 'All children will get the right support at the right time'.
Profile of reading for pleasure will be raised, with a focus on equipping children with higher level comprehension skills, positively impacting outcomes.	- Pupils' reading ages already show at least good progress from their starting points, we will support their development of higher levels of comprehension skills through VIPERS teaching. - Pupils will achieve EHCP outcomes around reading - Pupil selected books will be in place in each class and used, building on the success from last year. - Pupils will feedback greater confidence and pleasure in reading alongside greater ownership of reading choices. - Pupil peer reading mentors will be in place and those involved will feedback positively about the impact on them as readers.
Disadvantaged pupils feel better prepared for education and career progression through mentoring, work experience and opportunity.	- Pupils will access an increased range of high-quality external work experience and careers mentoring, alongside internal experience within our trust (including our school shop, proposed café, Food Share) and at least 1 beyond school experience for each Year 11 pupil. - A range of professionals will come and run workshops; pupil feedback will evidence increased aspirations and greater opportunity.
Improved attendance of disadvantaged students.	In 23/24 The Pupil Premium eligible group had attendance of 94.5% in 23/24 compared to the cohort 95.3%. Our aim is that all pupils achieve at least 96% and that persistent absentees increase attendance and punctuality to meet 96%. We intend to achieve this through a motivating school experience and personalised bespoke incentives.

Improved parental engagement	• 100% parents / carers will attend parent consultation updates in person or online/ phone call. • Half termly support workshops will run with increasing attendance over the year led by our Inclusion team to overcome specific barriers such as pupils' home behaviour; families attending will feedback positive outcomes and improved home experiences on 85% occasions. • Parents will attend support sessions planned to engage them. Percentages accessing face to face and online sessions will increase by at least 15 families during the year. Parents will feedback increased confidence and strategies to support their children.
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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)

Budgeted cost: £49,700

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Provide regular CPD - development of pedagogy and practice This will focus on areas identified as next steps to strengthen: - Working memory, long term recall and Cognitive Load - Mastery Maths - Continuous provision curriculum design - Embedding Talk for Writing, Phonics and Vipers CPD - Specific mental health training linked to SEND needs	Research from the EEF indicates that high quality teaching can narrow the disadvantage gap; leaders of more successful schools emphasise the importance of 'quality teaching first'. It is vital to promote effective professional development to improve classroom practice and pupil outcomes. Coaching will be given to senior staff to ensure their leadership is effective. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Understanding cognitive load and working memory enable staff to teach with precision. Cognitive Load Theory and its application in the classroom : My College (chartered.college) Digital Tech skills enable staff to manage workload and engage pupils.	1,2,3,4,5	£0 Internal staff and CAMHS (cost already covered in staffing and training budgets)

- RSHE linked to self regulation - Training to use AI and other digital platforms effectively.	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)		
Climate Change All subjects will embed a positive approach to climate change as reflected in our Climate Action Plan with clear practical funded projects to initiate and sustain change	It is essential to involve pupils proactively in learning about climate responsibilities and making meaningful change. Hannon V, and Pearson A (2024) 'Thrive: The purpose of schools in a changing world' Cambridge University Press https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems	1,2,4,6,7	£500
Curriculum enhancement Provide all pupils with opportunities for swimming lessons over a 12-week period Pupils in all classes given a chance to gain a first aid qualification	Swimming keeps pupils mentally and physically fitter and reduces risk of death by drowning by 28% Swimming: health benefits proven Sport England	2,4,6	£3000 towards pool hire for 3 months on site £2400 Flat Stan
Mental Health - Provision of 2.5 qualified staff leading research-based mental health and well-being support. - Ensure pupils views are responded to within well-being support.	The EEF toolkit highlights that this approach has a moderate impact of +4 months' progress at a very low cost. However, staff must be trained to deliver this effectively. Within our school the support shows a far greater impact than the national statistic and enables pupils to succeed in school and into further life. Positive mental health and well-being is a key determining factor for our pupils' success. Ensuring everyone can access highly trained staff and calming spaces is imperative and pupils say it allows them to access the wider curriculum and develop self-regulation skills. For those who need a higher level, having immediate access prevents an escalation. https://www.youngminds.org.uk/	6	£40,000 towards cost of staff

The teaching of reading skills will be enhanced through CPD and the VIPERS curriculum (led by an SLT leader with TLR) All staff trained and supported to use VIPERS 100% pupils will be supported to get and use a library card. Purchase class sets of books/ audio books, chosen with pupils.	EEF research shows that a rigorous focus on both phonics and reading comprehension strategies demonstrate high impact (average +6 months). For our pupils, explicit teaching of language and vocabulary is crucial. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Research by Clarke and Rombold shows that the more pupils read for pleasure, the greater the benefits. Microsoft Word - Reading for pleasure-Final1.1.doc (ed.gov) Pupils have fed back they prefer up to date, relevant material so the purchase of pupil chosen engaging resources is crucial. reading_for_pleasure.pdf (publishing.service.gov.uk)	1, 2, 4, 5	£1000
Purchase a wide range of resources that support the CPA maths approach and engage with coaching from the Maths Hub (the Maths Leader is training as a Maths Specialist Leader). Develop primary practice including the introduction of Mastering Number, improving basic number concept recall and refining stem sentences. This is based on based around Exemplification of ready-to-progress criteria NCEM	Mastery maths approaches are having a positive impact on improving pupil progress both at Grange and nationally, with EEF citing a 5-month progress. Mastery learning EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5	£1000
Develop pupils' ability to self-regulate and gain resiliency skills so they have less reliance on staff to co-regulate. Key staff to undertake training and roll out the Interoception curriculum	The National Autistic society advocate developing and awareness of interoception to support the mental health of autistic learners and neurotypical individuals, suggesting the approach can have significant positive outcomes on self-awareness and functioning. https://www.autism.org.uk/advice-and-	6	£1440 for up to 8 staff £360 for resources

	guidance/professional-practice/interoception-wellbeing Kelly Mahler's Interoception Training: Boost Body Awareness (kelly-mahler.com)		
Maintain Best Practice LSA Award and ensure all LSAs can access ongoing CPD linked to appraisal targets and priorities.	EEF highlights that noticeable improvements in pupil outcomes (+ 4 months) can be made by ensuring that LSAs are fully trained and are deployed with a clear purpose and accountability. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 4, 5, 6	£0 (training costs in CPD budget)

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Provide 1:1 or small group tuition so that year 10 and 11 disadvantaged pupils can achieve qualifications. In English, Maths, Science.	Research has shown that tutoring is one of the most effective tools for helping pupils progress. The Education Endowment Fund (EEF) show that this type of tuition can help pupils to make up to 5 months additional progress. One to one tuition EEF (educationendowmentfoundation.org.uk)	1	£1000 For bespoke tuition

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

Budgeted cost: £ 9, 400.

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Enhance cultural capital by linking with specialists such as artists, Equaliteach and scientists. Widen experience Including visitors to school and trips to local facilities such as dance studios, theatre, Hazard Alley etc.	Cultural capital is understood to contribute to 'getting on in life' or 'social status', i.e. being able to perform well in school, knowing how to talk in different social groups or societies, accessing further education and being successful in work. By exposing pupils to diverse experiences and education around equity and culture we are enabling them to succeed in Modern Britain.	1, 2, 3, 4, 5, 6	£1,000

	Cowley, S. (May 2019) Defining 'cultural capital' in terms of best practice		
Raise cultural capital by funding clubs and residential trips including Caldecott (match funded by Happy Days Grant)	The EEF toolkit highlights that arts involvement has a moderate impact of +3 months' progress at a low cost Pupils feedback that they enjoy clubs and would like to experience a greater range (see above research on cultural capital and school trips survey).	2, 6	£500
Offer a range of personalised opportunities to develop life skills: budgeting, banking, shopping, engaging in work experience, travel training, road safety.	Developing life skills is imperative. Many of our disadvantaged pupils are not able to access this beyond school. Accessing community-based work experience placements is challenging at present so creating real life experiences to prepare pupils for adult life is crucial and makes a difference. Life skills and enrichment EEF (educationendowmentfoundation.org.uk) Independent Travel Training is likely to enhance pupils' social and employment opportunities: Travel Training for Autistic People (verywellhealth.com)	1, 2, 4,	£500
Provide healthy snacks Complete the Food for life Gold award, illustrating the impact of healthy lifestyles.	Many pupils have limited understanding of a healthy lifestyle, this can have a negative impact on their mood, their ability to concentrate in lessons and their overall progress. Many of our disadvantaged pupils face financial difficulties. although they have a free lunch, many also need the provision of breakfast and snacks. Maslow's Hierarchy of Needs in Education - Education Library	4	£1 500 (£50 per class included)
1:1 music lesson to support wellbeing, creativity and achieve qualifications. Invite orchestra and multicultural musicians in to support across the curriculum.	Many pupils have had reduced exposure to musical experiences but have expressed a desire for lessons. This is a key aspect of cultural capital. Several pupils have anxieties and music is a way to overcome this. The EEF toolkit highlights that participating in a variety of arts can accelerate progress by 3 months at a moderate cost. Arts participation EEF (educationendowmentfoundation.org.uk)	2, 6	£5000

	Music Education impacts positively on mental health, cognitive functioning and overall wellbeing (Ashraf and Mohanty 2023) Interdisciplinary Perspectives on Sustainable Development		
Train a variety of pupil mentors (anti bullying, well being and curriculum).	Empowering pupils to support their peers via mentoring is a high impact method of engaging both mentors and their peers. The EEF toolkit highlights that social and emotional teaching around peer support has a moderate impact of +4 months' progress at a very low cost. Using links with national and international schools supports pupils in making a meaningful difference. We access international schemes to support this, and Pupil Premium eligible pupils are ambassadors of tomorrow. The Ambassador of Tomorrow Programme - Schools of Tomorrow	1, 2, 4, 6	£100
Provide a set of rewards to improve the attendance of disadvantaged pupils.	Our attendance leader ensures that the large majority of our pupils have good attendance. EEF research shows that poor attendance impacts on achievement and increases the likelihood of pupils being involved in violence, crime and being marginalised so we seek to prevent this. Many of our actions will ensure that pupils are engaged and wanting to come to school. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	3	£200
Provide help and assistance with school uniform to ensure a sense of belonging and inclusion.	Sometimes due to financial issues parents find it hard to replace uniform. As a school, we ensure that no pupil who is experiencing financial hardship is made to look or feel different. Although the EEF shows minimal impact for this strategy, for our cohort of pupils, we see the negative self-esteem associated with no having appropriate clothing, so will eradicate this.	6, 7	£100
Provide pupil parliament with a budget.	Ensuring that pupils can see that their voices are heard, and they feel involved in shaping and developing policies	2, 4, 6	£100

	creates a sense of belonging and supports well being. Pupil voice: Mentally Healthy Schools		
Purchase additional sensory playground equipment and information boards to enhance social skills and communication.	Our internal evidence shows that developing outdoor sensory support has helped pupils to achieve EHCP targets, regulate mood and is a vital part of the curriculum especially for pupils with sensory differences. The EEF indicates a +5 impact on progress as a result of play-based learning.	2, 6	£200
Develop parent workshops to support families feeling confident in supporting their children's life skills, E-safety, simple cooking and supporting positive behaviour	The EEF research shows that empowering families can add +5 months progress within a year, it also reduces some types of safeguarding concerns. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Children with special educational needs and disabilities (SEND) NSPCC Learning	7	£200

Total budgeted cost: £ 60, 100. Leaving a contingency of £710

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 2023 to 2024 academic year.

Aims and impact:

The progress of disadvantaged pupils is at least in line with non-disadvantaged pupils.

Aim met

Impact of strategies: Data indicates that disadvantaged pupils progressed well and exceeded peers, particularly in terms of making greater than expected progress.

Pupils making expected or better progress		
	Disadvantaged	Non-Disadvantaged
Reading	100%	99%
Writing	98%	98%
Maths	95%	98%

Pupils making better than expected progress		
	Disadvantaged	Non-Disadvantaged
Reading	32%	35%
Writing	39%	24%
Maths	19%	14%

The four disadvantaged Year 11 pupils left with a total of 49 qualifications between them and all of them progressed to their chosen post 16 placement.

In 23/24 100% of lessons were good or better. As a result of targeted interventions identified gaps were closed and pupils made the progress mentioned above.

The quality of curriculum and learning experiences is consistently good or better; evidence shows a positive impact on pupils' cultural capital and their ability to apply it.

Aim met

Impact: Pupils have experienced an enriched curriculum, illustrated in our weekly newsletters and pupils' work. As a result, they have had more meaningful experiences and their vocabulary has been extended, seen in lesson observations, feedback from pupils and reflected in pupil outcomes. Partnership with artists such as Fernynwood and specialists such as the Planetarium and Equaliteach have enabled pupils to experience opportunities which positively impacted them "I love Grange – I learn so much" Child in Year 7.

All pupils will access our 'Green Thread' of learning and have opportunities to be ambassadors and lead 'green theme projects'. **Aim met**

Impact: Pupils have participated in a range of projects around sustainability including the launch of our community food share, creating and locating bat and bird boxes around the locality, developing our farm and growing food. As a result, they can explain the improvements they have created for our community. They have shared these confidently with local officials such as MPS.

As a result of teaching linked to our schools' cultural context, pupils will demonstrate progress in financial and other life skills, positively impacting their local community ensuring they are ready for adult life. **Aim met**

Impact: Pupils utilised these skills when accessing local shops and when planning an Easter Fete, coffee cafes and family events. Families have fed back that their children are showing increased skills at home.

All pupils will have access to quality support for emotional wellbeing ensuring they are able to access the curriculum without any emotional barriers. **Aim met**

Impact: As a result of ACES training, CAMHS mental health and Autism training, all staff have progressed in their skills to support well-being (demonstrated in staff surveys and feedback). We have also employed a Well-Being therapeutic practitioner and a Thrive Practitioner; over 90 pupils have accessed this support leading to significant reductions in well-being concerns and pupils saying they feel supported.

Forest school: All pupils will make progress in SPICES (social, physical, independence, communication, emotional and spiritual). **Aim met**

Impact: 100% pupils have accessed Forest School with 2 older pupils also accessing it as work experience. Children have demonstrated significant progress, for example a pupil who found eating in school to be a challenge, now confidently cooking on a campfire and eating the food. Another group who struggled with positive social skills began to engage in extended peer conversations. Clear evidence on My concern shows 100% making progress in SPICES (social, physical, communication, emotional and spiritual elements).

New facilities have enabled us to offer outreach programmes with three other schools and one child on a bespoke package accessing with at least 18 Pupil Premium eligible pupils attending.

Profile of reading for pleasure will be raised, impacting outcomes. **Aim met**

Impact: Progress is good as can be seen above, all pupils now have reading corners of which they are very proud and have self-selected books linked to their interests. For example, one class has a camping area, another a Manga library. As a result, pupils are seen selecting books for pleasure. As data shows, many pupils exceeded progress targets as they are now motivated to read.

Disadvantaged pupils feel better prepared for education and career progression through mentoring, work experience and opportunity. **Aim partially met (we could not source enough external work placements)**

100% pupils engaged in careers advice, attended workshops and some form of work experience (even if it was internal within school). Our next aim is to seek more external work opportunities which were very difficult to procure this year.

Improved attendance of disadvantaged students. **Aim met for targeted individuals.**

Impact: Disadvantaged pupils achieved attendance of 94.3% compared to 95.1% attendance for non-disadvantaged. This was a rise of 1% from the previous year. As such, attendance will remain a focus. It is worth noting that this related to 15 pupils, all of whom had robust support packages in place and all improved as the year went on.

Improved parental engagement. **Aim met**

Impact: All except one family engaged with recent parent consultations and 100% families have regular updates. Although only small numbers of families have attended workshops, we will continue to develop these. 98% families indicated that they knew what their child was learning (in survey April 24) and 100% would recommend this school to others.

Impact in the following specific areas of spending:

- **Eco schools** – This curriculum raised awareness of climate issues, empowered pupils to debate views and gave them opportunities to take action to improve their local environment. This has indirectly had a positive impact on behaviour – developing teamwork and leadership skills and communication. As a result, the school achieved the Eco School's Green Flag for the third year running and is on track to achieve the Platinum award.
- **Talk time check ins, Thrive and Drawing and Talking sessions:** Pupils fed back that they valued the opportunities to talk with a trusted adult. Having ringfenced time to deal with issues allowed them to focus on learning when they are in lessons. Families have also reported that these sessions have helped to reduce incidents at home.
- **Healthy snacks:** Not many pupils have participated in breakfast club however, the snack at break times and provision of breakfast in the classrooms has been popular. It has aided concentration and enabled pupils to learn because they are not hungry. As such this provision moved into class-based activities not a club so 100% pupils needing it have immediate access.
- **1:1 Music Lessons:** Pupils have had increased exposure to a range of extra-curricular activities. This has helped their wellbeing and self-confidence as well as significantly reducing anxiety in some pupils. It has also given some pupils the opportunity to gain additional accreditations which has boosted their self-esteem, taking part in concerts both to school and beyond.
- **Peer Anti bullying and SOTO Champions:** Pupils have not only developed leadership skills but been able to support their peers in class and also younger

peers on the playground. This has helped boost confidence, developed leadership skills and communication skills. Pupil feedback has been positive so this will continue with a specific training package. SOTO champions took part in a national conference around climate change and said they feel really good about this. 100% involved were eligible for pupil premium.

- **Clubs and extra activities:** Pupils have been exposure to a range of subjects and learning opportunities that develop cultural capital, character and aspiration. This has included on site camp outs, access to a range of after school clubs, and enrichment sessions (workshops, guest speakers, days out etc). Clubs are all fully subscribed, and places funded for those needing it.
- **Work experience and Careers leader:** All pupils have had bespoke impartial advice, a range of information about carers, been supported to attend open days, and have experienced a range of work-related learning and experience. Consequently, all year 11 pupils talk about their aspirations and have secured a post 16 placement of their choosing.
- **Pupil parliament budget:** Pupils have taken responsibility for a school project, empowered to seek their peer's views then make changes to their school environment. This has boosted confidence and self-esteem as all suggestions were implemented (see Headteacher letter). This year focused on the school environment and improving areas they identified.
- **Playground equipment:** As a result of new equipment, pupils have been able to access resources that develop their gross motor skills, social skills and self-regulation which has meant that they have been able to achieve their EHCP targets and are calmer to focus on more formal learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by:

- Working in partnership with local colleges and alternate provisions to provide opportunities such as taster courses, link programmes and mentoring to enable young people to familiarise themselves with the college or post 16 environment and gain some experience of life and study once they leave.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.
- Linking with local charities and farms to support access to day trips such as the zoo or theatre, plus longer-term projects such as creating a sensory shack.

Planning, implementation and evaluation

When planning our new pupil premium strategy, we:

- evaluated the impact of previous spending to inform current strategy.
- used the EEF's research to look at the performance of disadvantaged pupils in school like ours
- contacted schools with positive outcomes for disadvantaged pupils to learn from their approach.
- analysed reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.
- learnt from a number of studies regarding the impact of the barriers on disadvantaged learners and how to overcome these.
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As such we are confident that our planned strategies are founded upon effective practice and research.

In addition to the Pupil Premium funded activity outlined above, we have aspirant expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also highlighted the importance of supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.