

The Fen Rivers Academy Pupil Premium Strategy Statement – 2021 – 2024 Updated for 2022/23

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Fen Rivers Academy SEMH Special School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	This reviewed July 2022; July 2023 Next review Dec 2024
Statement authorised by	Amanda Fewkes Headteacher
Pupil premium lead	Amanda Fewkes
Governor / Trustee lead	Mike Cadman

Funding overview

Detail	Amount – 2023/24
Pupil premium funding allocation this academic year	£35,696
Recovery premium funding allocation this academic year	£21,111
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£56,807

Part A: Pupil premium strategy plan

Statement of intent

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

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

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

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

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
<p>Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in achievement at end of KS1/2 assessments and in phonics screening checks.</p> <p>An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers. (First Year 11 cohort in 2024/25)</p>
<p>Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.</p>	<p>Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2024/25.</p>
<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Through achievement of EHC plan termly outcomes.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with pupils and their families. Life skills and Careers Advice and Guidance (CIAG) support this preparation.</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring.</p> <p>By the end of 2024/25, disadvantaged pupils are progressing to further education or employment in similar</p>

	numbers to their non-disadvantaged peers.
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Activity in academic year 2020 - 2021

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: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with a Maths consultant to develop a bespoke maths curriculum for Fen Rivers Academy and work with the maths lead to develop and improve maths teaching across the school in line with DfE guidance.</p> <p>The lead will engage with the consultant and with the NCETM Ready to Progress materials to develop the quality of maths teaching through CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> <p>Exemplification of ready-to-progress criteria NCETM</p>	1
<p>CPD for teaching staff on developing pupils' mental models.</p>	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p>	1
<p>Purchase of Speech and Language Therapist (SALT) time,</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to</p>	2, 3

for identified pupils to support SLCN needs. Ensure high quality vocabulary is taught and used as part of each planned unit of work	support children’s speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Learning by Questions Licence to support closing the gaps work and engagement with learning (Supports planning for progression, links to NCETM ready to progress maths materials and evidencing / validating teacher assessment across the curriculum.)	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils’ literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3
20 minute sessions on language comprehension and (reading into writing) from a lead practitioner (SENCO / Intervention teacher) for disadvantaged pupils that require further support. Each pupil to receive two	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Center on Improving Literacy	2

sessions per week for one term.		
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	6

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

Budgeted cost: **£11,785**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs. We will also fund staff training for Rebound Therapy and purchase rebound equipment – trampolines.	We have observed that sensory equipment and resources such as the sensory room, lap pads, tunnels, weighted blankets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
An advocate will support parents and carers to develop effective home learning environments and increased self-expression; supporting engagement with remote learning and	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	3, 4

focusing on good school attendance.		
Training Year 9–11 pupils to use public transport. (from Sept 2022 onwards) This will involve CPD and release time for two staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4, 5, 6

Total budgeted cost 2021/22: £32,775

Activity in academic year 2022/23

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: **£14,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with a Maths consultant to continue to develop and embed the bespoke maths curriculum for Fen Rivers Academy and work with the maths lead to develop and improve maths teaching across the school in line with DfE guidance. The lead will engage with the consultant and with the NCETM Ready to Progress materials to develop the quality of maths teaching through CPD and to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Exemplification of ready-to-progress criteria NCETM	1

assess its impact on pupil progress and achievement as it is embedded.		
CPD for teaching staff on developing pupils' mental models.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	1
Purchase of Speech and Language Therapist (SALT) time, for identified pupils to support SLCN needs. Ensure high quality vocabulary is taught and used as part of each planned unit of work	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	2, 3

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Learning by Questions Licence to support closing the gaps work and engagement with learning (Supports planning for progression, links to NCETM ready to progress maths materials and evidencing / validating teacher	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3

assessment across the curriculum.)		
20 minute sessions on language comprehension and (reading into writing) from a lead practitioner (SENCO / Intervention teacher) for disadvantaged pupils that require further support. Each pupil to receive two sessions per week for one term.	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Center on Improving Literacy	2
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Additional phonics to ensure catch up and gaps are closed – Sounds Write training for all staff	6

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

Budgeted cost: **£20,704.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs. We will also	We have observed that sensory equipment and resources such as the sensory room, lap pads, tunnels, weighted blankets and additional proprioceptor equipment can be effective at providing	3

fund fitting out the sensory spaces on the secondary site now open	support for our pupils with sensory needs.	
An advocate will support parents and carers to develop effective home learning environments and increased self-expression; supporting engagement with remote learning and focusing on good school attendance.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC	3, 4
Training Year 9–11 pupils to use public transport. (from Sept 2022 onwards) This will involve CPD and release time for two staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4, 5, 6

Total Budgeted cost 2022/23: £44,704.40

Activity in academic year 2023/24

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: **£14,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with a KS3 /4 Maths consultant to continue to develop and embed the	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	1

<p>bespoke maths curriculum for Fen Rivers Academy and work with the maths lead to develop and improve maths teaching across the school in line with DfE guidance; developing this work further as students move into Year 10 and become the school's first cohort of GCSE students.</p> <p>The Maths Lead and KS3/4 maths teacher will work closely with consultants, developing their subject knowledge and maths teaching pedagogy to ensure a small steps curriculum is delivered in an accessible way to ensure success and that students achieve their full potential.</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches: <u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u> <u>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</u> There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: <u>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</u> <u>Exemplification of ready-to-progress criteria NCETM</u></p>	
<p>CPD for teaching staff on developing pupils' mental models.</p>	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: <u>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</u></p>	<p>1</p>
<p>Ongoing purchase of Speech and Language Therapist (SALT) time, for identified pupils to support SLCN needs.</p> <p>Ensure high quality vocabulary is taught and used as part of each planned unit of work - developing this and adding to MTPs and Knowledge banks</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. <u>What works database (ican.org.uk)</u> This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>2, 3</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Annual purchase of Learning by Questions Licence to support closing the gaps work and engagement with learning (Supports planning for progression, links to NCETM ready to progress maths materials and evidencing / validating teacher assessment across the curriculum.) Training of staff in using this effectively for formative assessment and planning to accelerate learning.</p>	<p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: <u>Using Digital Technology to Improve Learning EEF</u> (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>20 minute sessions on language comprehension and (reading into writing) from a lead practitioner (SENCO / Intervention teacher) for disadvantaged pupils that require further support. CPD for staff from new Reading and Phonics lead to ensure delivery of</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension: <u>Learning to Read: "The Simple View of Reading" National Center on Improving Literacy</u></p>	<p>2</p>

<p>Sounds Write leads to higher engagement with reading and increased accessibility to the wider curriculum.</p>		
<p>Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>1:1 tutoring meets need for the minority who have struggled to access the classroom safely following the pandemic to ensure learning needs are met and barriers to engagement removed.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Additional phonics to ensure catch up and gaps are closed – Sounds Write training for all staff.</p> <p>Employment of new Phonics and Reading Lead.</p> <p>Sounds Write Lead teacher training to increase effectiveness of monitoring of delivery of phonics across the school.</p>	<p>6</p>

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

Budgeted cost: £17,807

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs.</p>	<p>We have observed that sensory equipment and resources such as the sensory rooms, lap pads, tunnels, weighted blankets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory</p>	<p>3, 4</p>

Timetabling of both sensory rooms to meet needs as outlined on EHCPs.	needs. Purchase of additional rocking chairs for proprioception to meet movement and regulation needs.	
An advocate will support parents and carers to develop effective home learning environments and increased self-expression; supporting engagement with learning and focusing on good school attendance.	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: <u>Supporting children with special educational needs and disabilities NSPCC</u>	3, 4
Training Year 9–11 pupils to use public transport. (from Sept 2022 onwards) This will involve CPD and release time for two staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: <u>Department for Education (publishing.service.gov.uk)</u>	4, 5, 6
Increase number of advocates and develop new therapy team; providing bespoke therapeutic training to meet needs as outlined in increasingly complex EHCPs	Access to trained Mental Health First Aiders, Grief First Aiders, Trauma and Mental Health Informed Practitioners, CBT and DBT practitioners and school counselling increases as colleagues are trained over next two years, to meet needs of students better due to increased capacity (better access) and depth of training.	1,2,5,6

Total Budgeted cost 2023/24: £56,807

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review of Outcomes 2020/21

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were below what was anticipated. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

There has been a significant impact of Covid 19 over the last two years. This disrupted the teaching of all subjects and had a negative impact on most pupils' development to varying degrees, particularly around mental health and anxiety, attachment and in reducing opportunities to progress social and communication skills, behaviour for learning and understanding around how to be a contributing member of society and development of resilience and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when pupils were isolating and not in school, via resources such as those provided by Oak National Academy and focusing on ensuring the remote curriculum offer reflected the on-site curriculum offer so as not to further disadvantage learners. However, not all pupils found it easy to engage with online or remote learning and hard copy work as well as door-step welfare visits supplemented the remote offer to meet this need.

Our assessments and observations suggested that for many pupils, being out of school (when the school had to close due to positive cases early on in the pandemic), uncertainty and concern over their future, anxiety over the meaning of lockdown and the fact that each lockdown looked and felt different so they struggled to process if they were safe or not in school, were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

[Review of Outcomes 2021/22](#)

This details the impact that our pupil premium spend had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 indicated that disadvantaged pupils academic and wider development outcomes were still below that of their non disadvantaged peers. However, there were some notable exceptions with 8 children taking the KS2 SATS and several scoring in the 90s as a standardised score having been up to four years below their age cohort on joining the school. This represents significant progress in spite of the disruption caused by the pandemic.

There has been a significant impact of Covid 19 over the last two years and this continued into 2021/22, with classes having to move online for their learning on occasions where there was a localised outbreak and a shortage of staff, following the advice of the local health authority and health and safety team at the MAT.

Maths progress data and achievement outcomes evidence the impact of the work carried out with the maths consultant to ensure the curriculum is robust in intention and implementation and that accurate assessment of it identifies gaps in knowledge and these are addressed. SEF A evidences the impact on outcomes for disadvantaged and non-disadvantaged students. Staff confidence in teaching maths has improved significantly as a result of this ongoing work and CPD.

We also increased enrichment for all pupils, benefiting those who are disadvantaged in addition to their peers. All children had the opportunity to go swimming. Years 7 and 8 pupils also went sailing and geocaching and on an outward bound day trip to Kingswood. Year 6 pupils also went bowling after SATS and it is planned for all pupils to visit the theatre in 2022/23 as covid recedes still further. Charlie and The Chocolate Factory tickets have been booked for all students for April 2023 at the Theatre Royal, Norwich as an enrichment trip, which will support purposeful writing (EEF toolkit Improving Writing in Primary and Secondary documents)

[Review of outcomes 2022/23](#)

Enrichment increased for all students, with a theatre visit to see Charlie and The Chocolate Factory, funded for all pupils; and The Norwich Puppet Company performing The Pied Piper of Hamelin for all Primary students. The Duke of Edinburgh's Award programme started in Year 9 and children had several successful visits to Brandon Country Park for an expedition as well as volunteering and engaging with their local community in addition to improving their own school community.

The Trauma and Mental Health informed practitioner team increased with four more staff completing the level five diploma and all staff receiving training from Trauma Informed Schools UK. United Against Bullying work continues with the Bronze Award being achieved in August 2023. Swimming continued for all students in Years 1-7 and increased numbers of children met the primary school standard of being able to swim 25m. Year 7 students went sailing and to Kingswood as part of the enrichment programme.

Engagement with writing continues to improve and additional laptops have been purchased to ensure all have access for learning. Clicker 8 increased willingness to write initially and now students are increasingly willing to write independently and engagement with feedback to support further improvements.

Maths continues to strength for all pupils and there is no significant gap between children with pupil premium funding and those without. Consultant support and challenge for developing the curriculum further continues with work on the KS3 curriculum and training in maths misconceptions and pedagogy strengthening the offer further.

Covid has not gone and feelings of fear and loss continue for a range of reasons. Further training to ensure staff can signpost children and families effectively to external services and planned training for 2023/24 will ensure staff are well placed to support and increased range of need in this area, working with children's services.

Externally provided programmes

Programme	Provider
Wellbeing in Nature – Mental Health support bespoke programme to meet an individual need – two terms – one student; student now successfully reintegrated back into school.	Waterways Farm Countryside Classroom
Regulation and Open spaces – working with animals – Careers interest planning and regulation programme to meet student' needs whilst ongoing bullying was addressed. To increase feelings of safety and regulation. Now successfully reintegrated back into school and no longer being bullied.	Willow Tree Farm, Hillington

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We had no service pupils on roll.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable our young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study, as we get our first Key Stage 4 cohorts.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.
- Arranging a careers fair for children in both the primary and secondary phases (covid allowing) to widen experience and aspirations.
- Enrichment activities to develop our students' capacity to engagement with their local community in meaningful ways, whilst exploring new learning experiences – sailing, the theatre, community fund raising activity, visits to the local area, engagement with the local Mental Health Support Team and Local Neighbourhood Policing Team.
- Increased focus on mental health and wellbeing – with termly access to wellbeing in nature off site activity (Biophilia programme) planned into the curriculum for all students.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff. To further develop

and strengthen our quality of education we are coaching and improving teacher subject knowledge to ensure best outcomes for children.

We have three Senior Staff undertaking NPQs in the academic year 2022/23 and others undertaking Masters level study relevant to their work with our students and are aiming to become a fully research led school.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.