

Pupil Premium Strategy

2024 - 2028

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	61.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2028 Updated 2021 – 2024 plan as separate document
Date this statement was published	24/07/2024, 24/07/25,17/04/26
Date on which it will be reviewed	20/07/26
Statement authorised by	Amanda Fewkes Headteacher
Pupil premium lead	Amanda Fewkes
Governor / Trustee lead	Mike Cadman

Funding overview

Detail	Amount – 2024/25
Pupil premium funding allocation this academic year	£36,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,000

Detail	Amount – 2025/26
Pupil premium funding allocation this academic year	£58,355
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£58,355

Detail	Amount – 2026/27
Pupil premium funding allocation this academic year	£64,360
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64.360

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, including travel training and careers interviews.

Our strategy is integral to wider school plans for education recovery since the pandemic 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 and contribute to their communities outside of school.

As a Trauma Informed and Rights Respecting School, we will ensure that children understand that it is their right to receive a high quality education and that they are capable of achieving their full potential with the right support.

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 and many experience the challenges of a specific learning difficulty, often being diagnosed with dyslexia.
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. This is a particular challenge in our SEMH Specialist provision, where much is done to support all pupils with this area of executive functioning.
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. Our enrichment of the curriculum aims to remove this barrier for all students.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel. Titan travel training will support all children to develop this skill for life and forms part of our transition to college programme.
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
Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments. Children achieving their full potential as evidenced by statutory assessments as well as in-house progress tracking evidence.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2027/28. An increase in achievement at end of KS1/2 assessments, Year 4 multiplication checks and in phonics screening checks. 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 was 2024/25) Evidence of children achieving their full potential through personalised flight paths through KS4 and beyond; bespoke to interests and aptitude and through a broad and rich curriculum offer. Evidence of children moving to appropriate post-16 education or training, or to employment an not NEET.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	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 2027/28.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan small stepped outcomes; evidenced through learning plans on provision map, in books and through conversations and in the annual review of the EHCP.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Life skills and Careers Advice and Guidance (CIAG) support this preparation. Children complete the Duke of Edinburgh's bronze and silver awards, and carry out work in their local communities, increasing confidence and independence, this also supports work done in Silver and Gold Rights Respecting Schools and Arts Award.

	Community links. Links with employability are considered in all areas of the curriculum linking to the Gatsby Benchmarks and Careers Information Advice and Guidance. (CIAG)
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and volunteering opportunities.	All disadvantaged pupils are able to access high quality work experience and volunteering work in the community and access careers mentoring. By the end of 2027/28 and increasingly in each cohort from 2024/5 onwards (first Year 11), disadvantaged pupils are progressing to further education or employment in similar numbers to their non-disadvantaged peers, without NEET.

This details how we intend to spend our pupil premium funding **academic year** 2025/26 to address the challenges listed above.

Pupil Premium grant: £58,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching (CPD, recruitment, retention) - £30,245		
VNET – Project – Effective Assessment in the Foundation Subjects; Developing High Quality Teaching and a Broad and Balanced Curriculum; Staff development bespoke to school improvement plans	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college) Pupil Premium Leaders Network: Pupil Premium Network VNET Education CIC – Supporting Non Academic Barriers to Learning; Evaluating Impact and Planning for Sustainability; Embedding and Sustaining Pupil Premium Practices	1,2,3,5,6 Cost: £3000 plus VAT
VNET - Teaching Walk Thrus (3 year improvement project)	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Closing the attainment gap EEF Teacher Feedback to Improve Pupil Learning EEF Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	1,2,3,5,6 £800 plus VAT £150 resource books

	Five a day: supporting high-quality teaching for pupils with... EEF	
NPQSEND	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Teacher Feedback to Improve Pupil Learning EEF Five a day: supporting high-quality teaching for pupils with... EEF	1,2,3,5,6 Cost: Funded
Purchase of Evidence for Learning platform for holistic evidence capture (to include Insights for data analysis)	Teacher Feedback to Improve Pupil Learning EEF What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Low demand approach rationale - enabling capturing evidence Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Five a day: supporting high-quality teaching for pupils with... EEF	1,2,3,4,5,6 Cost: £3995
Introduction of middle Leaders TLR posts with responsibility for improving teaching and launch of coaching programme	Teacher Feedback to Improve Pupil Learning EEF What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1,2,3,5,6 Cost: £9,800
Letterbox book club (£12,500) half termly book and activity packs for each child, increase engagement with and enjoyment of reading.	Reading comprehension strategies EEF eef reading - Search Reading for Pleasure: What is it, why is it... Norfolk Research School The Reading House EEF	1,2,3,5,6 Cost: £12,500
Development of role of Inclusion lead around training delivery and coaching and mentoring around low demand approach and adaptive teaching	Five a day: supporting high-quality teaching for pupils with... EEF Practical Adaptive Teaching Examples	1,2,3,6 Cost: staff time already budgeted for in staffing budget; no additional costs.
Targeted Academic Support - £27,840		
Keep Up Catch Up Strategic Approach to identification of gaps in knowledge and understanding and removing these barriers; as well as ensuring no students falls behind due to dysregulation and inability to access any lesson's learning on any given day and is supported to keep up.	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) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,5,6 Cost: staff time already budgeted for in staffing budget; no additional costs.

	Teacher Feedback to Improve Pupil Learning EEF Five a day: supporting high-quality teaching for pupils with... EEF	
Year 11 coaching and mentoring pre exams	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) Small group tuition Toolkit Strand Education Endowment Foundation EEF Closing the attainment gap EEF Teacher Feedback to Improve Pupil Learning EEF Five a day: supporting high-quality teaching for pupils with... EEF Aspiration interventions EEF	1,2,3,5,6 Cost: £6,000
Support with College Applications and Interviews	Closing the attainment gap EEF	1,2,3,5,6 Cost: £400 travel
Cultural Capital Enrichment programme	Closing the attainment gap EEF Improving Behaviour in Schools EEF Supporting attendance EEF Arts participation EEF	1,2,3,4,5,6 Cost: £2,000
Learning by Questions used to progress learning	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 Cost: £1200
Open Road Mechanics and Construction Curriculum options offer	Closing the attainment gap EEF Five a day: supporting high-quality teaching for pupils with... EEF Improving Behaviour in Schools EEF Supporting attendance EEF Aspiration interventions EEF	1, 2, 3 Cost: £18,240
Wider Strategies linked to attendance, behaviour and wellbeing - £13,900		

Titan Travel Training	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk) Supporting attendance EEF	4 Cost: staff time already budgeted for in staffing budget; no additional costs.
OPAL play	Embedding physically active learning increases physical wellbeing; positive mental health; emotionally based school avoidance; behaviour for learning; readiness to learn and engagement with learning. Mental wellbeing and physical activity levels: A prospective cohort study - ScienceDirect Role of Physical Activity on Mental Health and Well-Being: A Review - PMC Improving Behaviour in Schools EEF Supporting attendance EEF Metacognition and self-regulation EEF	1,2,3,6 Cost: £6,600
Youth Mental Health First Aid training for all staff	Supporting attendance EEF Improving Behaviour in Schools EEF Metacognition and self-regulation EEF Improving Social and Emotional Learning in Primary Schools EEF	1,3,6 Cost: £3500
Arts Award - a programme that inspires young people to explore and develop their arts and leadership skills.	Supporting attendance EEF Arts participation EEF	1,2,3,4,5,6 Cost: staff time already budgeted for in staffing budget; no additional costs.
Biophilia Wellbeing in Nature enrichment visits half termly for all children	Embedding physically active learning increases physical wellbeing; positive mental health; emotionally based school avoidance; behaviour for learning; readiness to learn and engagement with learning. Mental wellbeing and physical activity levels: A prospective cohort study - ScienceDirect Role of Physical Activity on Mental Health and Well-Being: A Review - PMC Improving Behaviour in Schools EEF Supporting attendance EEF Metacognition and self-regulation EEF Improving Social and Emotional Learning in Primary Schools EEF	3,4,5 Cost: £600 fuel costs

1:1 therapeutic interventions provided by the multi-disciplinary team	Five a day: supporting high-quality teaching for pupils with... EEF Metacognition and self-regulation EEF Improving Behaviour in Schools EEF Supporting attendance EEF EEF Personal Social and Emotional Development Improving Social and Emotional Learning in Primary Schools EEF Aspiration interventions EEF	3,4,5 Cost: £600 consumables £2600 CPD
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Teaching (CPD, recruitment, retention): £30,245

Targeted Academic Support: £27,840

Wider Strategies linked to attendance, behaviour and wellbeing: £13,900

Total spend: £71,985

Pupil Premium Funding: £58,355

PEP and Pupil Premium Plus Funding: £5400

Further commitment from the school curriculum budget in 2025/26: £8230

2026/27

This details how we intend to spend our pupil premium funding **academic year** 2026/27 to address the challenges listed above.

Pupil Premium grant: £64,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching (CPD, recruitment, retention) - £23,040		
VNET – Project – Effective Assessment in the Foundation Subjects; Developing High Quality Teaching and a Broad and Balanced Curriculum; Staff development bespoke to school improvement plans	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college) Pupil Premium Leaders Network: Pupil Premium Network VNET Education CIC – Supporting Non Academic Barriers to Learning; Evaluating Impact and Planning for Sustainability; Embedding and Sustaining Pupil Premium Practices	1,2,3,5,6 Cost: £3000 plus VAT annually

VNET - Teaching Walk Thrus (3 year improvement project)	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Closing the attainment gap EEF Teacher Feedback to Improve Pupil Learning EEF Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college) Five a day: supporting high-quality teaching for pupils with... EEF	1,2,3,5,6 £800 plus VAT annually £150 resource books for additional staff
NPQSEND	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Teacher Feedback to Improve Pupil Learning EEF Five a day: supporting high-quality teaching for pupils with... EEF	1,2,3,5,6 Cost: Funded
Annual renewal of licence for Evidence for Learning platform for holistic evidence capture (to include Insights for data analysis)	Teacher Feedback to Improve Pupil Learning EEF What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Low demand approach rationale - enabling capturing evidence Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Five a day: supporting high-quality teaching for pupils with... EEF	1,2,3,4,5,6 Cost: £3995 plus Insights £1295
Continuation of middle Leaders TLR posts with responsibility for improving teaching and continuation of the coaching programme	Teacher Feedback to Improve Pupil Learning EEF What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1,2,3,5,6 Cost: £6900 x 2 including on costs
Development of role of Inclusion lead around training delivery and coaching and mentoring around low demand approach and adaptive teaching, with a focus on understanding and development of executive functioning in 2026/27	Five a day: supporting high-quality teaching for pupils with... EEF Practical Adaptive Teaching Examples EEF guide to inclusive teaching	1,2,3,6 Cost: staff time already budgeted for in staffing budget; no additional costs.
Targeted Academic Support - £36,440		
Keep Up Catch Up Strategic Approach to identification of gaps in knowledge and understanding and removing these	Tuition targeted at specific needs and knowledge gaps can be an effective method	1,2,3,5,6

barriers; as well as ensuring no students falls behind due to dysregulation and inability to access any lesson's learning on any given day and is supported to keep up.	to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF Teacher Feedback to Improve Pupil Learning EEF Five a day: supporting high-quality teaching for pupils with... EEF	Cost: staff time already budgeted for in staffing budget; no additional costs.
Year 11 coaching and mentoring pre exams	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) Small group tuition Toolkit Strand Education Endowment Foundation EEF Closing the attainment gap EEF Teacher Feedback to Improve Pupil Learning EEF Five a day: supporting high-quality teaching for pupils with... EEF Aspiration interventions EEF	1,2,3,5,6 Cost: £6,000
Support with College Applications and Interviews	Closing the attainment gap EEF	1,2,3,5,6 Cost: £400 travel
Cultural Capital Enrichment programme – see analysis of school's progress against enrichment benchmarks and student feedback form trips and visits.	Closing the attainment gap EEF Improving Behaviour in Schools EEF Supporting attendance EEF Arts participation EEF	1,2,3,4,5,6 Cost: £2,000
Learning by Questions used to progress learning	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 Cost: £1200
Open Road Mechanics and Construction Curriculum options offer	Closing the attainment gap EEF Five a day: supporting high-quality teaching for pupils with... EEF Improving Behaviour in Schools EEF	1, 2, 3 Cost: £27,240

	Supporting attendance EEF Aspiration interventions EEF	
Wider Strategies linked to attendance, behaviour and wellbeing - £12,100		
Titan Travel Training	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk) Supporting attendance EEF	4 Cost: staff time already budgeted for in staffing budget; no additional costs.
OPAL play	Embedding physically active learning increases physical wellbeing; positive mental health; emotionally based school avoidance; behaviour for learning; readiness to learn and engagement with learning. Mental wellbeing and physical activity levels: A prospective cohort study - ScienceDirect Role of Physical Activity on Mental Health and Well-Being: A Review - PMC Improving Behaviour in Schools EEF Supporting attendance EEF Metacognition and self-regulation EEF	1,2,3,6 Further purchase of storage shed and equipment to develop play and training for play leaders Cost: £4,600
Youth Mental Health First Aid training for all staff and Adult Mental Health First Aider training for key staff	Supporting attendance EEF Improving Behaviour in Schools EEF Metacognition and self-regulation EEF Improving Social and Emotional Learning in Primary Schools EEF	1,3,6 Cost: £3500 train the trainer programme enabling all courses to be run at cost for all staff over time moving forward
Arts Award - a programme that inspires young people to explore and develop their arts and leadership skills.	Supporting attendance EEF Arts participation EEF	1,2,3,4,5,6 Cost: staff time already budgeted for in staffing budget; no additional costs; curriculum budget covers consumables.
Biophilia Wellbeing in Nature enrichment visits half termly for all children	Embedding physically active learning increases physical wellbeing; positive mental health; emotionally based school avoidance; behaviour for learning; readiness to learn and engagement with learning. Mental wellbeing and physical activity levels: A prospective cohort study - ScienceDirect	3,4,5 Cost: £600 fuel costs £200 car parking contribution

	Role of Physical Activity on Mental Health and Well-Being: A Review - PMC Improving Behaviour in Schools EEF Supporting attendance EEF Metacognition and self-regulation EEF Improving Social and Emotional Learning in Primary Schools EEF	
1:1 therapeutic interventions provided by the multi-disciplinary team	Five a day: supporting high-quality teaching for pupils with... EEF Metacognition and self-regulation EEF Improving Behaviour in Schools EEF Supporting attendance EEF EEF Personal Social and Emotional Development Improving Social and Emotional Learning in Primary Schools EEF Aspiration interventions EEF	3,4,5 Cost: £600 consumables £2600 CPD

Teaching (CPD, recruitment, retention): £23,040

Targeted Academic Support: £36,440

Wider Strategies linked to attendance, behaviour and wellbeing: £12,100

Total spend: £71,580

Pupil Premium Funding: £64,360

PEP and Pupil Premium Plus Funding: £5400 - £69,760

Further commitment from the school curriculum budget in 2026/27: £1820

Part B: Review of the previous academic years

Outcomes for disadvantaged pupils

Review of 2023/24

Enrichment increased for all students, with theatre visits, the ongoing development of the Duke of Edinburgh's Award programme and all children participating in biophilia visits as well as volunteering and engaging with their local community in addition to improving their own school community. Children held a Christmas and Easter fair for peers and were fully inclusive, creating tokens for all to 'spend' as not all would have disposable income for this.

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 having been achieved in August 2023. Swimming continued for all students in Years 1-6 and increased numbers of children met the primary school standard of being able to swim 25m. Year 7 students

went sailing as part of the enrichment programme which will be further developed across the next four years of the pupil premium strategy.

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. Development of this through The Arts Award over the next four years will further increase reasons for writing and spark interest.

Maths continues to strengthen 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 KS4 curriculum and training in maths misconceptions and pedagogy strengthening the offer further. This has been evidenced through children taking Functional Skills Maths and Entry Level Maths exams in Year 10 in preparation for GCSE Maths in Year 11. Entry Level exams are also being studied for in Year 9 moving forwards to further increase opportunities to experience success.

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- **Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)**

There were no KS4 students in Year 11 in 2023/24.

Three Year 10 students took Functional Skills Level One maths - all passed.

- **Information from summative and formative assessments the school has undertaken.**

Year 6 students took end of KS2 SATS and Year 2 students took the end of KS1 SATS. Whilst data is not comparable to mainstream it shows significant progress for each learner and the achievement of attempting the assessments evidenced increased engagement with learning, willingness to try and improved self-esteem. Children across the Primary Phase engaged with NFER assessments termly which allowed us to understand gaps in learning and plan to address these, ensuring that nobody is left behind. Secondary aged children engaged with Entry Level assessments and course work that builds towards achievements on their qualification pathways, supported by careers conversations and post 16 planning in high quality Annual reviews of EHCPs.

Analysis of attendance data and the work that has sat behind improving this and removing barriers to full school attendance has ensured that no one group of children is particularly disadvantaged as all are supported to return to full school attendance.

- **School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing**

- P points data evidenced improving engagement with learning, being in the right place to learn, in the right way, with a positive attitude towards others – percentage increases year on year over the past four years, in spite of the school roll quadrupling in that time evidence the impact of the trauma informed approach.

There is no significant difference in data between disadvantaged and non-disadvantaged students due to the nature of the cohorts and type of school, also due to the individualised approach to each student to ensure needs are met.

- Suspensions and Restrictive Physical Intervention data both show a reducing trend over the last four years as the impact of the strategy was evidenced and readiness to engage with learning increased, in spite of the rapidly increasing roll and increased complexity of need of learners post pandemic.

This is a new strategy for 2024/25 having completed the last four-year strategy in 2023/2024. The intended outcomes of the plan were partially met due to increased roll with similar presenting need, but strategic decisions taken continue to have impact over time and areas where further development is still needed have fed in to this new plan. The review of the previous four-year strategy is on the website contained at the end of that document for reference.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Review of 2024/25

Enrichment of the curriculum continues for all students, with arts installation visits, the ongoing development of the Duke of Edinburgh's Award programme and all children participating in Biophilia visits as well as volunteering and engaging with their local community in addition to improving their own school community. Children held a Christmas and Easter fair for peers which were fully inclusive, creating tokens for all to 'spend' as children recognised not all would have disposable income for this. Children made and sold cakes to raise money for Macmillan Coffee Morning and Children's Cancer charities were chosen by the outgoing Year 11 as the charity for support for the year.

The Trauma and Mental Health informed practitioner team increased with three more staff completing the level five diploma and reflective practice supervision. United Against Bullying work continues with the Bronze Award having been achieved in August 2023 and renewed in March 2024. Swimming continued for all students in Years 1-6 and increased numbers of children met the primary school standard of being able to swim 25m. Year 7 students went sailing as part of the enrichment programme.

Engagement with writing continues to improve. All students have access to laptops as normal way of working and students are increasingly willing to write independently and engage with feedback to support further improvements. Real reasons to write have been a motivator. Investment in dyslexia screening and staff training to remove this barrier have been led by the Reading and Phonics Lead and Inclusion Lead.

Maths continues to strengthen 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 KS4 curriculum and training in maths misconceptions and pedagogy strengthening the offer further. This has been evidenced through children taking Functional Skills Maths and Entry Level Maths exams in Year 10 in preparation for GCSE Maths in Year 11. Entry Level exams are also being studied for in Year 9 moving forwards to further increase opportunities to experience success.

Performance of pupils in 2024-2025:

Data from national assessments and qualifications

- 72 accredited qualifications have been achieved this year; 64 by Year 11 and 8 by younger students. Year 11 Pupils, on average, have achieved 9 accredited qualifications 4 pupils (57%) left Fen Rivers School with 4 or more GCSE / Level 2 equivalent qualifications. 4 pupils (57%) left with 10 or more accredited qualifications. 7 pupils (100%) left with 7 or more accredited qualifications. Seven Year 11 students took exams in 2024/25.
- July 2025 - All Year 11 students have offers for college places in mainstream colleges.
- KS2 SATS results showed no significant difference between pupil premium and non-pupil premium children. No children attained the expected standard but all had made progress from entry. A range of entry points makes calculation of impact of pupil premium strategy on KS2 outcomes problematic for this cohort.

Achievement and Outcomes 2024/2025

Qualification Awarded 8 Y11 students / 37.5% PP	Achievement of PP students (3)	Achievement of non PP students (5)
Entry Level Exams	Step Up to English Silver 1 entry	*Science Single Award – 3 entries / 3 passes Double Award – 2 entries / 2 passes *Step Up to English Gold 3 entries / 3 passes / Step Up to English Silver 3 entries / 3 passes
Functional Skills Exams (Maths)	Level 1 (June) 2 entries / 0 passes	Level 2 (January) 3 entries / 2 passes Level 1 (June) 2 entries / 0 passes Level 2 (June) 1 entry / 1 pass
GCSE Exams	English Language 3 entries / 3 passes Mathematics 2 entries / 2 passes History 1 entry / 1 pass	English Language 3 entries / 3 passes Mathematics 5 entries / 5 passes Geography 2 entries / 2 passes History 2 entries / 2 passes
ASDAN Qualifications	1 entry *Short Course English 100% pass 1 entry *Personal Development Bronze and Silver 100% pass	
Arts Award	Bronze Level 1 1 entry / 1 pass	Bronze - Level 1 2 entries / 2 passes Silver Level 2 – 1 entry / 1 pass
TITAN Travel	2 entries – 2 part completed to finish at college.	4 entries – 2 completed / 2 part completed to finish at college.
BTEC Awards		*Creative Media BTEC 3 entries / 1 level one Distinction / 2 level two passes
NCFE Exam Awards	Technical Award in Sports Studies 1 entry / 1 Level One distinctions	*Technical Award in Sports Studies 1 entry / 1 Level One distinctions / 1 Level One pass *Food and Nutrition 2 entries / 2 Level One distinctions
Duke of Edinburgh's Award Bronze	One student achieved this	Three students achieved this

P points 2024/25	People	Place	Purpose
Total awarded	70,275	74,587	72,687
Pupil Premium Students	57.5%	57.67%	57.51%
Non Pupil Premium students	52.49%	42.33%	42.48%

School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

- Data evidences increased engagement continuing in an upward trend, showing the impact of action taken. There is no significant difference in data between disadvantaged and non-disadvantaged students due to the nature of the cohorts and type of school, also due to the individualised approach to each student to ensure needs are met.
- Suspensions and Restrictive Physical Intervention data both continue to show a reducing trend evidencing impact of holistic focus on removing all barriers to engagement with learning, including disadvantage in all forms.

Attendance Data 2024/25	Attendance	Authorised absence	Unauthorised absence	Persistent Absence <90%	Severe Absence <50%
Pupil Premium Students	70.96	19.23	8.40	33/77 (44%)	10/77 (12.98%)
Non Pupil Premium students	78.99	15.26	3.66	17/77 (22.67%)	2/77 (2.59%)
Bespoke pathway students who are PP	6 (50%)				
Bespoke pathway students who are non PP	6 (50%)				

RPI Data 2024/25		Suspensions Data 2024/25	
Total RPI	134 (37 children)	Total Suspensions	155 days (36 children)
Pupil Premium Students	68.88% (24 students)	Pupil Premium Students	86 days (21) 55.48%
Non Pupil Premium students	31.12% (13 students)	Non Pupil Premium students	69 days (15) 44.51%

Information from summative and formative assessments

Year 6 students took end of KS2 SATs. There were no KS1 students to take the phonics check or the end of KS1 SATS. Whilst data is not comparable to mainstream it shows significant progress for each learner and the achievement of attempting the assessments evidenced increased engagement with learning, willingness to try and improved self-esteem. Children across the Primary Phase engaged with NFER assessments and past SATS papers termly which allowed us to understand gaps in learning and plan to address these, ensuring that nobody is left behind. Secondary aged children engaged with Entry Level assessments and course work that builds towards achievements on their qualification pathways, supported by careers conversations and post 16 planning in high quality Annual reviews of EHCPs.

*Analysis of attendance data and the work that has sat behind improving this and removing barriers to full school attendance has ensured that no one group of children is particularly disadvantaged as all are supported to return to full school attendance.

*Comparison to local and national averages should not be made due to the specialised nature of the cohort, and the long term impact of the pandemic on students with SEMH profiles of need and children who have experienced adverse childhood experiences and trauma) and outcomes achieved by our school's non-disadvantaged pupils

Increased complexity of need of learners post pandemic continues to be a complicating factor.

Mid Year Review 2025/26

Activity	Action	Impact of spend
Teaching		
Effective Assessment in the Foundation Subjects	*Purchase of Evidence for Learning platform for achievement and progress capture. *training for leaders to set it up and for staff to use it *Creation of assessment frameworks and schema to ensure assessment of all learning and achievement is captured and can be celebrated	*New termly report cards launched Spring Term 2026 – feedback from parent body collected and reviewed *Clear evidence of achievement and gaps in learning has enabled targeting of gaps in experience / skills / learning to support catch up and ensure all reach potential
Teaching Walk Thrus launched	*Train the trainer programme attended 10/03/26 and 17/03/26 *Cold Call launched	Review July – too early for impact
NPQSEND course attended by Inclusion Lead	*course concludes 27/04/26, assessment week w/b 20/04/26.	*Succession in place for SENDCo resignation from April 2026 increased confidence *Targeted CPD for staff – Is Dyslexia all about reading? How does it manifest as barriers to Learning? *Creation of Low Demand Rationale and approach to teaching to better support learners with a demand

		avoidant approach and support for staff with implementation – evidence of impact on engagement and progress of learners needing this approach *Delivery of and support with Adaptive teaching CPD for staff
Use of EEF Teacher Feedback to Improve Pupil Learning Introduction of middle Leaders coaching programme	*Peer support targeting developing teaching and improvement feedback to support learner progress (EEF) *Peer coaching in progress, mentoring and development of practice	*increasing confidence to take risks and secure engagement from all learners, including those eligible for the pupil premium
Letterbox book club (£12,500) half termly book and activity packs for each child, to increase engagement with and enjoyment of reading.	*Packs arrive and are distributed half termly *As progress is made in reading, assessments used to determine through the coloured book bands linked to the packs and order changed to reflect progress / achievement *New students joining are assessed and packs provided to ensure they are included too	*Parental / student survey on impact and engagement with these gone out April 2026 via Reading and Phonics lead – analysis to follow at end of year *Early indications of impact show increased engagement with reading through delivery of the packs, children are keen to receive these and talk about the resources in the pack and what they have done with them with their families. (anecdotal evidence) Reading data analysis captured and full analysis to be reported end of year for full impact.
Targeted Academic Support		
Year 11 coaching and mentoring pre exams	*Y11 children have 1:1 qualification flight paths and coaching and mentoring to ensure all have the chance to achieve their full potential. *Adaptation of curriculum and qualification pathways to support interests, post 16 plans and aptitude *Support for revision, use of past papers and coaching through misconceptions in place *Support and challenge around attendance and engagement to support achievement and remove barriers	*Level 1 and 2 FS Maths and English Exams entered January and March - with passes *Entry Level exams in Year 10, 11 evidence achievement

Support with College Applications	*Post 16 conversations have taken place *College interview practice to be provided by school staff / interview and application practice to be supported by Careers teachers / HR / external MWEX providers.	*Advocate notes of conversations on CPOMS *It is known where applications have been made – students are awaiting interviews at chosen providers
Keep Up Catch Up Programme	*Children celebrate not having Catch Up and will reflect on their own progress over time on this *Approach is fully embedded	*Less Keep Up catch up due to increased engagement with learning *Children know Catch Up is non negotiable and because staff care enough about them to not let them deny themselves learning opportunity (pupil voice)
Cultural Capital Enrichment programme	*Fully mapped out across the year linked to curriculum enhancement, Biophilia, sport and the arts. *EfL used to capture evidence of learning / enrichment of learning	*Summer term sees most activity *Stakeholder survey to be completed in Summer Term (curriculum lead) to evidence impact in addition to full year review of data.
Learning by Questions used to progress learning	*All staff have access to LbQ *SATS practice and past paper questions for exam boards used to support children and analyse gaps and misconceptions, enabling teachers to address these and enhance progress	*Full impact to be determined through survey of pupil voice / staff voice against evidence of progress, readiness for SATS / GCSEs etc – to be reported on July 2026
Open Road Mechanics and Construction Curriculum options offer	*5 students have engaged to date and are following the Level 1 pathway. 3 further Bespoke students began Open Road qualifications Summer Term 2026 *Students positive about attending and attend well. *One student has opted out and gets additional English and Maths on site instead to ensure grades are best they can be, any barriers to accessing post 16 courses are removed	*Termly reviews capture progress *Budget planning for 2026/7 includes provision of vocational courses as options to continue to support engagement / enable interests / aspirations to be achieved.
Wider Strategies linked to attendance, behaviour and wellbeing		
Arts Award	*Engagement with on site arts installation project in 2025 and planning for own project in 2026 *Arts Award Museum trip planned for June 2026	*Achievement of Bronze Awards in Y9,10,11 and progress towards Silver.

	*Arts Award Mini doors installation project visit planned for 24/04/26 leading to subsequent event to be arranged by students for students and the wider community	
TITAN Travel Training	*Walked to local sports centre for session *Caught the bus to town and planned use of buses, paying for tickets, getting a drink in a local cafe	*Majority planned for Summer term – full review to be added in July
OPAL play	*Initial meeting held with OPAL play. *Part way through Phase 1 planning stage - site audit completed; curriculum play lead, play coordinator, action plan completed and OPAL working party determined *audit of 'play culture' parent, pupil, staff surveys going out w/b27/04/26; launch date of 25/06/26 determined.	*Desired impact of OPAL- increased experimentation and experiential learning (already being implemented through Low Demand approach to learning for demand avoidant learners) Increased collaboration and removal of SEMH barriers, increased readiness for learning to be assessed at end of *Budget for storage, consumables,
Youth Mental Health First Aid training for all staff	*Instructor training completed 2023/24 *All staff have received YMHFA Aware (1/2 day), YMHFA Champion (1 day) or YMHFirst Aider (2 days) training *YMHFA 2 day training provided in person and online for other trust schools widening impact	*Increased confidence with knowing how to support children effectively when in crisis *Post training feedback shows better knowledge and confidence post training *Reduced RPIs and suspensions *Improved support for children evidenced on CPOMS records
Biophilia Wellbeing in Nature enrichment visits half termly for all children	*Use of Sandringham woods for OAA and geocaching / orienteering *Visits to East Bilney Woods *Use of forest school area for provision of low demand learning as negotiated by learners *Go Ape trips planned for Summer 2 for all children *Enrichment calendar outlines full provision over year	*Behaviour on trips and visits evidences regulation and safety and enjoyment of removal of the constraints of the classroom *reduction of dysregulation on site subsequently, reduction in RPIs and suspensions
1:1 therapeutic interventions provided by the multi-disciplinary team	*Half termly blocks of 1:1 interventions for key children *1:1 support on regulate pathway for individuals with routes back to class as needs identified and met *Small group support for identified contextual safeguarding needs	*increased relational safety evidenced through disclosures and session notes recording exploration of barriers and triggers

	*Supervision with child psychotherapist with a solution focused approach to reflection and planning	*reduction of dysregulation on site subsequently, reduction in RPIs and suspensions
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Review of 2025/26

Teaching (CPD, Recruitment and retention)

The VNET – Project – Effective Assessment in the Foundation Subjects; Developing High Quality Teaching and a Broad and Balanced Curriculum; Staff development bespoke to school improvement plans is underway, with the project having been launched in April 2026 and the work continuing over the next two years. Staff have been receptive and peer reviews of walk thrus have begun. A new Assistant Headteacher with responsibility for learning and teaching has been appointed to start in September 2026. She will lead this drive for developing teaching through peer coaching and has led this successfully in her previous school.

EEF documents on effective teaching and adapting teaching have been used as models for training and considerations for delivery of content, aligned to the schools BACUP model for great teaching at Fen Rivers. This has seen improvements to consistency in teaching and sharing of strong practice. The EEF guide to inclusive teaching will be used to drive further CPD and development of teaching in the 2026/7 academic year.

The new Inclusion middle leader position has been appointed to and two temporary TLRs for improving teaching have been made permanent to expand the capacity to the leadership team to drive further development of practice. The Inclusion lead has recently completed the NPQSEND and the Headteacher is undertaking this training in 2026/7 to further secure support and challenge.

Targeted Academic Support

The majority of pupils arrive with significant weaknesses in early reading, literacy and numeracy, often compounded by anxiety, avoidance and disrupted schooling. Leaders prioritise foundational skills as critical to unlocking broader achievement. The graduated approach includes:

- Dyslexia screening and diagnostic assessment (NGRT, YARC)
- Daily phonics through Sounds-Write, including for older pupils
- Targeted reading and literacy interventions (Lexia, Nessy, Toe-by-Toe)
- Handwriting, number and fluency programmes (Kinetic Letters, Times Tables Rockstars)
- Adaptive approaches and access arrangements embedded as normal practice

Impact:

- **Gaps in early literacy and numeracy are beginning to close, particularly where engagement is sustained.**
- **Pupils show increased confidence in reading aloud, discussing texts and attempting extended writing.**
- **Reduced anxiety enables improved access to the wider curriculum.**
- **Some pupils achieve age-appropriate or aspirational outcomes, including GCSE pathways.**

Progress in the following areas can be a real achievement for a Fen Rivers learner:

- the ability to remain in the classroom for longer periods
- enhanced motivation and capacity to engage with learning
- increasing confidence and improved self-esteem
- the ability to accept feedback and support
- a willingness to accept clear boundaries and expectations
- improved time management and growing independence
- an increased sense of well-being
- the ability to regulate with others and to self-regulate using learnt strategies
- more social interaction, better relationships with others and an increased tolerance of others
- the capacity to consider the impact and potential consequence of actions and to reflect and repair subsequently
- a developing understanding and recall of learned information
- use of the strategies on the behaviour support plan (BSP)
- increased resilience and perseverance with reduced anxiety and stress
- the ability to communicate needs appropriately

Leaders ensure that preparation for adulthood is systematic and personalised, beginning early and reinforced through curriculum design, pastoral support and guidance. This includes:

- Discrete careers education (Step Up scheme of work)
- Exam stress workshops and emotional preparation for assessments
- Structured support with CIAG, college visits, applications and interviews
- Individual KS4 qualification flight paths aligned to EHCP outcomes
- Employability Level 2 qualification studied as part of core offer in KS4 for all students from 2026/27.
- Preparation for SATS and KS4 exams workshops from MHST in schools

Impact:

- **All Year 11 pupils (2024/25) progressed to appropriate post-16 destinations, including mainstream colleges and apprenticeships.**
- **Year 11 (2025/26) 4/5 students progressed to appropriate post – 16 qualifications. One student is being supported to avoid NEET risk.**
- **Pupils completed Level 1 and Level 2 qualifications in English, maths and science, as well as GCSEs, NCFE, ASDAN and Arts Award.**
- **Early entry to Entry Level qualifications (in Years 9 and 10) reduced exam anxiety and built confidence.**
- **Pupils articulate ambition and feel prepared for the next stage of their education.**
- **Year 6 Students all felt able to take their SATS and have a go at formal exams and all year 4 students had a good go at the multiplication check online testing**

Wider Strategies linked to Attendance, Behaviour and Wellbeing

Pupils' behaviour and attendance generally support learning and personal development.

Given pupils' complex SEMH needs and disrupted educational histories, leaders evaluate behaviour and attendance through a therapeutic, relational and safeguarding-informed lens, prioritising emotional regulation, engagement and

sustained access to education. There is clear evidence that behaviour is improving over time, attendance is stabilising for many pupils, and pupils feel safe, understood and supported.

Behaviour systems are highly consistent, inclusive and needs-led. Leaders prioritise prevention, de-escalation and regulation rather than sanctions. Behaviour expectations are clear, but responses are trauma-informed and proportionate, recognising the role of SEMH needs in dysregulation.

Impact

- **Significant reductions in RPIs and suspensions over time, including periods of zero RPIs.**
- **Reduced frequency, severity and duration of dysregulation.**
- **Pupils return to learning more quickly after incidents.**
- **Lessons are calmer and learning routines are well established.**
- **Pupils feel safe and report trusting staff to support them.**

Staff are well trained and confident in managing behaviour through **consistent therapeutic approaches**, including understanding of SEMH, anxiety, PDA and cognitive load. Behaviour management is embedded across the school and reinforced through coaching and monitoring.

Support staff deployment is purposeful and responsive, ensuring pupils can access learning even during periods of emotional difficulty.

Impact

- **Improved consistency in staff responses to behaviour.**
- **Increased pupil confidence to attempt learning without fear of failure.**
- **Reduced conflict and escalation.**
- **Strong relationships underpin positive behaviour change.**

Leaders recognise that attendance in an SEMH context reflects **emotional readiness and trust in school**, not just compliance. Attendance improvement is therefore closely linked to behaviour support, curriculum engagement and pupils' sense of belonging. Leaders monitor attendance closely and work proactively with families, professionals and external agencies to address barriers.

Impact

- **Attendance improves as pupils feel safer and more included.**
- **Reduced refusal and avoidance behaviours.**
- **Improved lesson attendance and time spent engaged in learning.**
- **Pupils increasingly tolerate full school days or extended periods in school.**
- Pupils report feeling **listened to, respected and safe**. Anti-bullying work, PSHE and relational practice ensure pupils understand how to stay safe, report concerns and show respect for others. SEMH assessments (e.g. Motional, emotional literacy frameworks) are used to track improvement in stress management, relationships and emotional regulation.

“Regulation is woven into the architecture of the day: a bespoke regulation curriculum designed to widen children’s window of tolerance, deliberately planned morning and post-holiday transitions — with pupils spending Monday mornings with their teams while leaders meet — and food and comfort offered before demands. Pupils named their own strategies fluently: breakout spaces, sensory toys, going outside for a run, taking a drink or taking a break — confirming access to co-regulation rather than an expectation of self-regulation beyond developmental capacity.”
(TISUK Assessor July 2026)

“What stood out throughout the visit was the coherence of your culture. Protect, Relate, Regulate and Reflect are not words on a wall at Fen Rivers — they are visible in your Behaviour Support Plans, your induction, your scripts, your morning transitions and, most importantly, in the way every adult I met spoke about children. The pupils themselves told the story best: they know their trusted adults, they can name exactly what helps them when big feelings hit, and they described adults who have helped them believe things about themselves they didn’t believe before. Given where this school stood in 2020, the journey your team has made is remarkable.” Siobhan Garrett TISUK Assessor (July 2026)

“Consistency of adult language and approach is exceptional and deliberately engineered: practitioners have created scripts for every predictable moment and actively model therapeutic language for colleagues, with PRRR (Protect, Relate, Regulate, Reflect) explicitly informing Behaviour Support Plans, induction and day-to-day systems. Staff reported that classrooms other than their own feel and operate the same way, giving a fluidity when adults move between teams that protects children from inconsistency. Leaders check this consistency rather than assume it — through teaching-and-learning visits, values-based behaviour walks, coaching and role play — with proportionately closer monitoring of agency staff, who currently match permanent staff in number.” (TISUK Award Assessor July 2026)

Almost all pupils fall into the category of disadvantaged and all have SEND needs with EHCPs for SEMH needs, outlining adverse childhood experiences, disrupted education experience and cognition and learning and executive function needs in addition to other barriers. Leaders ensure that **attendance and behaviour data is interpreted fairly**, with strong triangulation against SEMH progress, engagement and safeguarding information. Interventions are personalised, reviewed regularly and adjusted swiftly if impact is limited.

Impact

- **Clear reduction in SEMH-related barriers to attendance.**
- **Greater inclusion in lessons, enrichment and wider school life.**
- **Sustained progress rather than short-term compliance.**

Leaders have designed an extensive, carefully tailored and trauma-informed personal development programme that reflects pupils’ SEMH needs, lived experiences and aspirations. Personal development is treated as a core entitlement for every pupil, not an add-on, and is fully integrated across:

- PSHE / RSHE / Citizenship
- PDBA and Tolerance curriculum
- SMSC, Rights Respecting Schools and Votes for Schools
- Careers education and enrichment
- Therapeutic and pastoral provision

Curriculum intent is clear, mapped from entry to Year 11, and weighted deliberately towards relationships, emotional literacy, online safety, safeguarding and harmful sexual behaviours, in response to pupil need. PSHE and RSHE are well

planned, regularly reviewed and aligned to statutory guidance, including upcoming DfE changes. Leaders embed pupil and parent voice and adapt content to SEMH and contextual safeguarding risks.

Key strengths include:

- Comprehensive curriculum mapping with no gaps from entry to Y11
- Robust coverage of discrimination, consent, online safety and HSB
- Individualised and targeted responses for pupils requiring additional intervention
- Strong use of external experts (police, HSB teams, NHS, advocacy services)

Impact:

- **Pupils demonstrate secure understanding of safeguarding, consent, reporting concerns and online risk**
- **Pupils speak confidently about “unwanted, unwelcome, uninvited” behaviour**
- **Anti-bullying and discrimination incidents are addressed swiftly and educationally**
- **Evidence shows increasing emotional literacy and strengthening peer relationships**

Personal development is embedded through daily relational practice and therapeutic provision. Pupils are explicitly taught how to regulate emotions, reflect on behaviour, repair relationships and develop executive functioning skills. The school’s ethos (“People, Place, Purpose” and PACEful practice) ensures pupils are supported to understand themselves rather than feel defined by behaviour.

Impact:

- **Clear improvements in emotional regulation, resilience and independence**
- **Reduced shame, anxiety and fear of failure**
- **Pupils increasingly self-refer for support and regulate before crisis**
- **Motional, tolerance and emotional literacy data show positive progress over time**

Leaders and staff demonstrate a deep understanding of individual pupils, anticipating needs and responding systematically. Pastoral support is proactive, responsive and well coordinated through advocates, class teams, SLT and external agencies.

Impact:

- **Pupils trust adults and access support confidently**
- **Reduced RPIs, suspensions and escalation**
- **Improved felt safety and willingness to disclose concerns**
- **Restorative approaches strengthen relationships and accountability**

Leaders track participation carefully and make reasonable adjustments so pupils with SEMH, SEND, social care involvement or additional vulnerabilities can engage meaningfully. Low-demand and regulate pathways ensure inclusion, not withdrawal.

Impact:

- **All pupils access PSHE, PDBA, tolerance, careers and enrichment**

- **Positive impact on engagement, attendance and readiness to learn**
- **Girls' safety work and targeted groups improve confidence and voice**
- **Students report Fen Rivers as safer and more supportive than previous settings**

The school provides a rich, inclusive enrichment offer, including the arts, sport, outdoor learning, cultural visits and community engagement. These experiences are carefully planned to meet EHCP outcomes and SEMH needs.

Impact:

- **Improved attendance and behaviour on enrichment days**
- **Increased confidence, teamwork and pride**
- **High engagement in trips, arts and sports**
- **Positive reputation in the community**

Careers education is well structured and improving rapidly under new leadership. The school meets Gatsby Benchmarks and provides personalised guidance, supported transitions and exposure to post-16 pathways.

Impact:

- **No NEET students six months after Year 11 (2025) left**
- **All Year 11 pupils move successfully to mainstream post-16 destinations**
- **Pupils understand pathways and see aspirations as attainable**
- **Increased independence and confidence in planning for the future**

The school received Trauma Informed School Award Accreditation in July 2026. The report (provided separately) talks of the relational culture of the school as, "The Culture and Environment Relational practice is understood as the foundation for safety, learning, boundaries and change, and the same relational language surfaced independently across every stakeholder group met during the visit. The governor described the culture as highly visible in everyday staff practice, with every member of staff caring deeply about each child, class teams knowing EHCPs and Behaviour Support Plans in detail, and a curriculum genuinely tailored to what children need — evidence that the model is understood and championed through to governance level. The team described themselves, accurately on the evidence of the visit, as a compassionate, curious and reflective group with the child consistently at the centre of the work, holding firm boundaries and limits with warmth rather than treating consistency and love as opposites," and with regards to relationships, "The WINE approach — wondering, imagining, noticing and empathising — is central to daily practice: adults show pupils they are paying attention and are interested in the meaning beneath behaviour, audible in gentle invitations for a child to help the adult understand, offered in caught moments in corridors as much as in planned interventions. Advocates combine planned interventions with informal rituals of connection — a hot chocolate, a few minutes away from demand — that accumulate into trust for children whose trust has been hardest won. The reach of this culture is now visible in the children themselves: pupils have begun using co regulation strategies with one another, including one pupil observed responding to a peer with wondering, noticing and PACEful attunement — a genuine dance of reciprocity."

The approach to staff wellbeing was noted in the report, "The adult offer has depth beyond informal goodwill: the senior and multidisciplinary teams receive reflective practice facilitated by a child psychotherapist, with a plan to extend weekly supervision to every team; group supervision operates for staff carrying particular loads; and the wider offer includes coaching and feedback, mental health first aiders for staff as well as pupils, TRIM training, and compassionate support through personal crisis, grief and loss. Day to day, staff tap in and out, advocates' offices are always open, and wellbeing buddies leave small treats and acts of encouragement for colleagues. Staff spoke candidly

about time and staffing pressures, and the safety with which they could do so, in front of leaders and a visiting consultant, is itself evidence of a psychologically safe adult culture.,” and the children’s own voice, “Pupil testimony confirmed the relational core: every member of the school council spoke of trusted adults and said that adults had helped them believe things about themselves they had not believed before — for example, that they could manage big feelings such as anger, complete their work, and come to school when previously they could not. Pupils were confident that adults change what is not working for them, citing examples such as uniform adjustments.” (TISUK Accreditation report July 2026)

Performance of pupils in 2025-2026:

Data from national assessments and qualifications

- 5 Year 11 students in the cohort, one was attending exams whilst supported under the medical needs team.
- 1 student (20%) gained 5 or more qualifications at Grade 4 or above, including one grade 5 and one grade 7.
- Functional Skills qualifications in Maths and English were taken by Year 9, 10 and 11 in January, February, March and April at points when children were ready to take these. Many year 10 students had already achieved these in the previous year when year 9.
- July 2026 – 4/5 Year 11 students have offers for college places in mainstream colleges. One has not applied to college or for employment and has been supported by school to consider a range of options. Further support is in place to support family to get the student in to a local college or employment placement and to avoid the young person becoming NEET.
- 30 accredited qualifications have been achieved this year; 28 by Year 11 and 2 by younger students.
- Year 11 Pupils, on average, have achieved 4 accredited qualifications; 3 pupils (60%) left Fen Rivers School with 4 or more GCSE / Level 2 equivalent qualifications; 1 pupil (20%) left with 5 or more Level 2 qualifications at Grade 4 or above; 2 pupils (40%) left with 7 or more accredited qualifications. Five Year 11 students took exams in 2025/26

KS2 SATS

*9 students in cohort.

*1 (11%) working below the level of the tests and was disapplied from all tests; 3 (33.3%) in total disapplied from the reading test as unable to access

*8 (88.88%) children took their SATS. All were able to join the exam space and using their access arrangements were able to attempt the tests. One went on holiday and missed 2/3 maths papers.

***Reading** 2 (22%) at expected level; additional 3 (33%) scored over 90 as a standardised score

***SPAG** 1 (11%) at expected level; additional 3 (33%) scored over 90 as a standardised score

***Maths** none at expected level; 4 (44.44%) scored over 90 as a standardised score

Teacher Assessment outcomes

Reading: 6 pupils at PKS6, 1 at PKS3 and 2 at PKS1.

Writing: 3 pupils at EXS, 2 at WTS, 2 at PKS4 and 2 at PKS1.

Maths: no pupils at EXS, 6 at PKS 6, 1 at PKS5, 1 at PKS 4 and 1 at PKS3.

Science: All students at Has Not Met expected standard. (HNM)

(See *Outcomes 2026* document for detailed analysis and data below for further breakdown)

Achievement and Outcomes 2025/2026 Year 11

Qualification Awarded 5 Y11 students / 40% PP	Achievement of PP students (2)	Achievement of non PP students (3)
Entry Level Exams	*Science single award 2 entries / one X and one U *Step Up to English 2 entries / One Entry Level 2 and one Entry Level 1 passes	*Science single award 3 entries / one Entry Level 2 and one Entry Level 3 passes and one U *Step Up to English 3 entries / 2 x Level 3 and 1 x level 2 passes
Functional Skills Exams	Maths - Level 1 (January) 2 entries / 0 passes	Maths - Level 1 (January) 2 entries / 0 passes Level 2 (January) 1 entry / 1 pass English – Level 1 (January) 3 entries / one pass (plus one Year 9 student FS Maths pass at Entry Level 3 maths – January Series)
GCSE Exams	English Language 0 entries Mathematics 2 entries / 0 passes Combined Science Trilogy 2 entries / 2 didn't arrive for exam History 1 entry / didn't arrive for exam	English Language 3 entries / 3 passes Mathematics 3 entries / 3 passes (one at Grade 4 and above) Combined Science Trilogy 3 entries / 2 passes (one at Grade 4 and above) Geography 2 entries / 2 passes (one at Grade 4 and above) History 1 entries / 1 under special consideration Computer Science 2 entries / 2 passes (one at Grade 4 and above)
ASDAN Qualifications	2 entries *Short Course English 100% pass 2 entries *Personal Development Bronze 100% pass	1 entry Short Course English 100% pass
Arts Award	No entries	Bronze - Level 1 1 entry / 1 pass (one not entered as under Medical Needs and was too unwell to complete to submit)
TITAN Travel	No entries. Already travelling independently.	No entries. Already travelling independently.
BTEC Awards	No entries – not chosen as options subjects	*Creative iMedia BTEC 1 entry/ 1 level one Distinction

NCFE Exam Awards	No entries – not chosen as options subjects	*Food and Nutrition 1 entry - withdrawn as too unwell to complete coursework
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Suspensions Data

	Suspensions Autumn Term 2025	Suspensions Spring Term 2026	Suspensions Summer Term 2026
Number of days	41	29	22.5
Pupil premium students	21 days 9 students (2.33 av days)	21 days 6 students (3.5 av days)	14.5 days 8 students (1.81 av days)
Non PP students	20 days 6 students (3.33 av days)	8 days 2 students (4 av days)	8 days 5 students (1.6 av days)

RPI Data 2025/26 whole year		Suspensions Data 2025/26 Whole year	
Total RPI	221 (29 children)	Total Suspensions	85 days (23 children)
Pupil Premium Students	65.52% (19 children)	Pupil Premium Students	56 days (15 children) 65.88%
Non Pupil Premium students	34.48% (10 children)	Non Pupil Premium students	29 days (8 children) 34.12%

Whilst suspensions are significantly reduced pupils in receipt of pupil premium funding are disproportionately affected. Whilst the sample size is small, more students in receipt of pupil premium funding are being suspended, for shorter periods. Data shows that non pupil premium students are suspended less often for longer periods, suggesting that incidents are more severe. The shorter half

day, and single day suspensions being used more commonly with children in receipt of the pupil premium evidence that the school's approach of using suspension as a pause to review provision and ensure this is adapted to prevent reoccurrence (rather than as a punitive measure) is having impact, as the number of days of suspension are falling and the duration of suspensions are falling as provision is increasingly meeting need. There is also evidence that the children in the youngest two classes, who were most dysregulated in the Autumn Term before the low level demand approach was introduced, and who are mainly non pupil premium, have been suspended less often in the Spring and Summer terms.

P points 2025/26	People	Place	Purpose
Total awarded	68,290	71,168	70,422
Pupil Premium Students	62.53%	62.57%	62.41%
Non Pupil Premium students	37.47%	37.44%	37.59%

Attendance Data 2025/26 (including leavers)	Attendance	Authorised absence	Unauthorised absence	Persistent Absence <90%	Severe Absence <50%
Pupil Premium Students	70.13	22.31	7.57	37/87 (42.53%)	11/87 (12.64%)
Non Pupil Premium students	81.8	14.4	3.79	16/87 (18.39%)	6/87 (6.9%)
Bespoke pathway students who are PP	40.67	50.82	8.4	14/15 PP bespoke students are persistently absent (93%); 14/23 total bespoke students (60.87%); 14/87 students in whole school (16.09%) 14/48 students (29.16%) who are persistently absent are bespoke students with PP eligibility)	11/15 PP bespoke students who are severely absent (73%); 11/23 total bespoke students (48%); 11/87 students in whole school (12.64%); 11/14 severely absent in whole school (78.57% of those who are severely absent are bespoke students with PP eligibility)
Bespoke pathway students who are non PP	39.28	52.89	7.84	8/8 bespoke students who are non PP are persistently absent (100%); 8/23 total bespoke students (34.78%)	6/8 bespoke students who are non PP are severely absent (75%); 6/23 total bespoke students (26.08%)

Policy Owner and Contact Details

Amanda Fewkes

Headteacher

Last reviewed on: 17/04/26, 20/08/26

Next Review Date: July 2027