

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bader Academy
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	57 / 117 students – 48.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 to July 2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Viki Drew- Headteacher
Pupil premium lead	Kirsty Lamb
Governor / Trustee lead	Claire Garbutt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,090

Part A: Pupil premium strategy plan

Statement of intent

At Bader Academy, our intent is to ensure that the most disadvantaged pupils, including those eligible for Pupil Premium funding, receive the targeted support and opportunities they need to make significant academic progress and achieve their full potential. Recognising the diverse and complex needs of our pupils, we aim to eliminate barriers to learning by fostering an inclusive and nurturing environment that promotes academic, social, and emotional growth.

Through the effective use of Pupil Premium funding, we strive to provide tailored interventions. We deliver evidence-based, individualised teaching and therapeutic interventions that address specific learning gaps, ensuring pupils make measurable progress in literacy, numeracy, and communication.

When making decisions about how to use pupil premium to improve disadvantaged pupils' attainment, the needs of all pupils in the school are evaluated. The funding is then allocated with the aim of making maximum impact in the school, whilst embracing the Change Maker Principles that underpin our philosophy of education, and ensuring that our ethos of 'Be Kind, Be Safe and Be Ready' are promoted across school. Every decision made has the child at the heart and centre of it.

We analyse all pupil information, with a clear focus on promoting social relationships, continuing to build trust with familiar adults and supporting pupils and their families to engage in all areas of the curriculum. We have recognised the need to continue to embed a nurturing, personalised and knowledge rich curriculum that supports all young people to develop skills required to enhance their future.

Our focus is to fulfil the highest aspirations of progress to achieve each pupil's full potential both academically and personally. Our focus is on developing the whole child so that they become well rounded individuals, preparing them for the next stage in their education. In line with the DfE guidance, the funding is not only spent on eligible pupils.

Research by the Education Endowment Foundation (EEF) suggests that some of the most effective spending will be on whole school strategies, including improving the quality of teaching. The report recommends school take a tiered approach to Pupil Premium spending. It recommends that teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Our pupil premium strategy is rooted in our whole-school ethos. We appreciate that if you provide high-quality teaching that is effective for disadvantaged learners, then you are providing effective teaching for all. We also target support for non-academic factors including attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Pupils may face disparities in educational experiences, potentially leading to poor mental health, social anxiety, frustration and disengagement, contributing to behaviours which may challenge and missed learning opportunities.
2	Pupils who have experienced adverse childhood experiences may struggle with self-esteem, resilience and confidence, which can contribute to challenges in behaviour.
3	Sensory processing difficulties.
4	Academic attainment and progression of pupils in receipt of pupil premium, prior educational experiences linked to emotional difficulties, emotional awareness and emotional literacy, including understanding of social experiences.
5	Pupils may experience social and emotional challenges, requiring additional support to navigate these aspects effectively, as unaddressed issues can manifest in behavioural difficulties.

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>To strengthen key systems to ensure pupils' individual needs are addressed so that they make good progress compared to their peers</p>	<p>Outcomes for pupils will be so that progress and achievement have a positive comparison, and are in line with national averages.</p> <p>Evaluation of gaps in learning to be reflected in Education Health and Care Plans through the annual review process and person-centred reviews.</p>
<p>Accelerated Academic Progress for Disadvantaged Pupils: Disadvantaged pupils will make strong progress in core subjects (literacy, numeracy, and communication) in line with or exceeding their peers' progress.</p> <p>Reduced Attainment Gap: The attainment gap between disadvantaged pupils and their peers will be significantly narrowed, with disadvantaged pupils performing at levels comparable to their peers.</p>	<p>Accelerated Academic Progress:</p> <p>At least 80% of disadvantaged pupils meet or exceed their individualized progress targets in core subjects by the end of the academic year.</p> <p>The percentage of disadvantaged pupils achieving accelerated progress increases year on year.</p> <p>Reduced Attainment Gap:</p> <p>The attainment gap in literacy, numeracy, and communication between disadvantaged pupils and their peers is reduced to less than 10% (or equivalent based on school-specific data).</p> <p>By the end of each key stage, disadvantaged pupils perform as well as their peers in relation to their individual learning goals.</p>

<p>To strengthen the support for those pupils whose social and emotional needs are having an adverse impact on their attainment and achievement</p>	<p>Increased number of pupils in receipt of pupil premium are offered the opportunity to access social and emotional support through Early Help, SEND systems in school and external agencies involved with school.</p> <p>In time this will provide social and emotional education for children, ensuring that there is less impact on attainment and achievement, working towards progress and attainment for disadvantaged children. Pupils will access support through the service of Unravel and via school ELSA trained practitioners and Rainbows facilitators.</p>
<p>To continue to develop strategies across school that support staff to enable pupils to feel safe and regulated.</p>	<p>PACE and WINE strategies used in school to proactively support young people using a Trauma Informed approach to enable shared experiences with young people. Incident reports will be reduced and the number of incidents will continue to decrease.</p> <p>Restorative approaches to be embedded and used strategically.</p>
<p>To continue to support pupils with their SEMH needs.</p> <p>To support pupils in school who have experienced loss.</p>	<p>ELSA and support from services such as Unravel and MIND will be positively used to support wellbeing.</p> <p>As a Rainbows school, staff will support young people to work through their issues surrounding loss.</p>
<p>For all pupils to access a high-quality curriculum.</p> <p>For all pupils to access support, to achieve their academic potential.</p> <p>To develop the Library and Renaissance reading programme and instil a love of reading, to improve outcomes in reading.</p>	<p>All pupils have access to a high standard of teaching from experienced teachers within a personalised curriculum.</p> <p>Successful implementation of interventions across school, being accessed by a variety of pupils.</p> <p>Provision of extensive reading opportunities developing reading for pleasure.</p> <p>All staff are trained and confident in supporting pupils in learning across the curriculum.</p>

<p>Increased Engagement and Attendance: Disadvantaged pupils will demonstrate improved engagement, motivation, and attendance, ensuring consistent access to high-quality teaching and learning opportunities.</p>	<p>Attendance rates for disadvantaged pupils improve to 95% or above (or a reduction in persistent absence rates where applicable).</p> <p>Pupil voice and engagement surveys indicate that 90% of disadvantaged pupils feel motivated and supported to learn</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA training; both internal and external including staff attending the Level 3 apprentice programme (Cohort 1 & 2)</p> <p>National College subscriptions.</p> <p>Nasen Subscription</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement. In the most positive examples, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, self-esteem and mental health, and also to positive effects in terms of teacher morale and reduced stress.</p> <p>EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions</p> <p>Making Best Use of Teaching Assistants EEF</p>	<p>1 2 4 5</p>
<p>Teaching CPD – improving quality teaching across a broad and balanced curriculum.</p> <p>Development of one ECT across school.</p> <p>Interventions delivered across school.</p> <p>Training for staff to deliver ASDAN qualifications</p> <p>Makaton Training Staff attending Maths Hub and Science/English PLCs.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Personalised and bespoke curriculums and qualification pathways will benefit all of our young people to achieve their full potential</p> <p>EEF - https://educationendowmentfoundation.org.uk/supportforschools/school-planning-support/1-high-quality-teaching</p> <p>ASDAN Website Resources</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 4 5</p>

<p>National Nurturing School Award</p> <p>Specialised Safeguarding Training and Safeguarding Pro access (Andrew Hall)</p> <p>NPQs for staff being completed</p>	<p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>The Boxall Assessment and Nurture Principles are both powerful frameworks that can support pupil premium pupils by addressing their emotional, social, and behavioural needs, enabling them to thrive academically and personally.</p> <p>The Boxall Profile is an assessment tool used to identify and understand the emotional, social, and behavioural needs of pupils, particularly those who may struggle in these areas.</p> <p>The Nurture Principles focus on creating a safe, supportive, and structured environment that helps pupils with emotional or social difficulties.</p> <p>https://www.nurtureuk.org/supporting-you/awards/the-national-nurturing-schools-award/</p> <p>https://safeguarding.pro/</p> <p>News, Evidence & Impact - Boxall Profile Online®</p>	
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<p>Teaching of Phonics via the All Aboard Phonics System Reading for Pleasure across the school</p> <p>Phonics training delivered to TAs and teachers.</p> <p>Development of the library.</p> <p>Use of Renaissance reading scheme across school.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasized that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year for those young people accessing the Renaissance programme.</p> <p>The Renaissance reading application is used at Bader Academy as an online reading resource. This programme has its own separate assessment tool that allows staff to be able to accurately assess the students reading age and break down skills that the student has mastered and need to focus on. This again is correlated with Earwig and used as an intervention tool in reading.</p> <p><i>EEF -</i> https://educationendowmentfoundation.org.uk/evidencesummar ies/teaching-learning-toolkit/phonics/</p> <p><i>All Aboard Phonics - All Aboard Learning – Phonics teaching made easy and effective</i></p> <p><i>SSP Teaching Programmes - Systematic synthetic phonics (SSP) teaching programme validation - GOV.UK (www.gov.uk)</i></p> <p>Resources - Renaissance Learning (renlearn.co.uk)</p>	<p>1 2 4 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sensory Processing Occupational Therapy young people</p>	<p>Occupational therapy is important for children’s development, health and wellbeing. Occupational therapists enable young people with physical, learning and mental health needs to participate and successfully manage the activities that they need or want at home, at school and in the community. Occupational therapists have the skills and expertise to identify the personal, task, environmental factors that support or inhibit children’s development, participation and achievements.</p> <p>Occupational Therapists have the ability to provide targeted interventions on a 1:1 basis, in small groups and in supporting staff to embed strategies into daily practice so that young people continue to receive the additional support that they need to succeed.</p> <p><i>National Autistic Society - Why is occupational therapy important for autistic children?</i></p> <p>https://www.rcot.co.uk/sensory-processing-andenabling-occupation</p>	<p>1 2 3</p>

<p>Provision of Targeted External Learning Experiences including hooks for learning, school residentials and weekly visits to Forest Schools.</p>	<p>Young people with SEND may require additional support not available within the standard curriculum offer, and alternative external learning experiences allows them to develop their abilities in a non-classroom-based environment, either independently or as part of a small group; this also allows them to develop their social knowledge and skills, and links to outcomes contained within their Educational Health Care Plan.</p> <p>Embedding these approaches allows them to become successful and develops confidence to enable them to then access additional classroom based learning around the activities undertaken.</p> <p><i>Council for Learning Outside the Classroom - https://www.lotc.org.uk/plan-deliver-lotc/policy-andcurriculumplanning/</i></p> <p>Forest Schools https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning</p>	<p>1 2 3 4 5</p>
<p>Develop an assessment structure that allows efficient input and monitoring to support targeted interventions and track progress.</p>	<p>Earwig platform https://www.lended.org.uk/case-study/earwigassessment-at-ickburgh-send-school/</p> <p>Earwig assessment tool allows us as a school to be able to individual track students within subjects, breaking down each curriculum area into objectives. Each objective is then RAG rated according to the ability of the student to meet the stated objective. This is done on a regular basis as part of the ongoing assessment process in Bader that enables directed teaching.</p> <p>This allows staff to assess in detailed areas where students need specific intervention particularly around maths, reading and writing skills.</p> <p>Earwig also permits for data analysis, being able to filter results and in this case for children with pupil premium but also allows us to compare against students that do not receive pupil premium. This again interjects critical information into intervention programmes in school.</p> <p>Earwig will allow each child to have an individualised timeline of their learning for select dates showing an educational overview of celebration and also evidence to support this with examples of the students work whether this be written, visual or audio recordings.</p>	<p>1 2 4</p>

<p>Intervention delivered through established Learning Mentor team.</p>	<p>Learning mentors are highly effective at delivering interventions and driving positive pupil outcomes due to their ability to provide tailored, individualized support that addresses both academic and emotional needs. They build strong, trusting relationships with pupils, which is particularly beneficial for those facing social, emotional, or behavioral challenges. By offering one-on-one guidance, learning mentors can identify barriers to learning, such as anxiety, low self-esteem, or external pressures, and work with pupils to develop coping strategies, build confidence, and enhance emotional resilience. This holistic approach not only improves pupils' well-being but also increases engagement and motivation, leading to improved academic performance. Evidence suggests that students who receive mentoring support experience better attendance, higher self-esteem, and a greater willingness to participate in class, ultimately leading to improved educational outcomes and overall personal growth.</p> <p>EEF-Effective-PD-Mechanisms-Poster.pdf Teaching Assistant Interventions EEF</p>	<p>1 2 3 4 5</p>
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<p>Boxall Profile Assessment strategy implementation.</p>	<p>The Boxall Profile is an assessment tool used to identify and understand the emotional, social, and behavioural needs of pupils, particularly those who may struggle in these areas. For pupil premium pupils, it helps:</p> <p>Identify underlying emotional and behavioral needs: The Boxall Profile assesses areas like emotional regulation, social skills, and self-esteem. For pupils facing difficulties due to adverse experiences, this tool provides valuable insights into their emotional health and how it might affect learning.</p> <p>Tailor interventions: By identifying specific areas of need, such as poor attachment, social withdrawal, or lack of confidence, the Boxall Profile helps schools design targeted interventions (e.g., one-on-one support, social skills groups, or counseling) to support pupils in overcoming these challenges.</p> <p>Track progress: The assessment helps track changes in emotional and social development over time, allowing schools to evaluate the effectiveness of interventions and adjust support plans as needed.</p>	<p>1 2 3 4 5</p>
<p>Small Group and 1:1 Interventions</p> <p>Reading and Literacy Support</p> <p>GCSE Revision Sessions</p> <p>Progress Monitoring</p>	<p>Pupils will receive additional support through small group teaching or one-to-one sessions, especially in core subjects such as English, mathematics, and science. These sessions will be delivered by a specialist teachers</p> <p>Focused interventions to improve reading and literacy skills, including phonics-based support, comprehension strategies, and writing workshops, will be implemented for pupils needing extra help in these areas.</p> <p>Targeted interventions for pupils in Year 6 to support in their preparation for SATS.</p> <p>As pupils approach their GCSE exams, we will ensure that those eligible for Pupil Premium funding receive tailored, intensive support to maximize their outcomes. This will include both academic interventions and strategies to support emotional and exam-related well-being.</p> <p>After-school revision sessions will be offered in key GCSE subjects.</p>	<p>1 2 3 4</p>

Regular mock exams and assessments will be used to track the progress of disadvantaged pupils, ensuring that interventions are effective and adjusted as necessary to support their success.

- **Small Group Tuition:** The EEF reports that small group tuition has a positive impact on pupil outcomes, particularly when it is targeted to meet specific learning needs. Small group interventions provide pupils with focused attention, addressing gaps in understanding and reinforcing core skills. The average effect size is +4 months of additional progress, with the greatest gains seen in core subjects like English and mathematics.
- **One-to-One Tuition:** The EEF identifies that one-to-one tuition has a strong evidence base for raising attainment, with an average impact of +5 months of progress. It is particularly effective for disadvantaged pupils, as it provides personalized support to address specific areas of need.
- **Meta-Cognitive and Self-Regulation Strategies:** The EEF suggests that teaching pupils strategies to monitor and control their learning can have a significant impact on attainment. Interventions that include elements of self-regulation, reflection, and goal-setting (such as in targeted GCSE revision sessions) have an average impact of +7 months of additional progress.
- [APPG-2019.pdf](#) (The Sutton Trust Closing the Attainment Gap)

[Individualised instruction | EEF](#)

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

Budgeted cost: £24,208

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Family and Behaviour (FAB) Team established to support attendance, early help, behaviour, and referrals to additional service both internal and external.</p> <p>Three learning mentors appointed to support with intervention.</p> <p>One member of the FAB team to complete NPQSL</p>	<p>Poor school attendance is a significant problem in the UK.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as antisocial characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>The importance of parent engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). A review published over 15 years ago (Desforges and Abouchar 2003) found that parental involvement at home had a significant positive effect on children's achievement after adjusting for other factors influencing attainment.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Improving behaviour in schools Behaviour interventions EEF</p>	<p>1 2 3 4 5</p>

<p>ELSA approach in school, staff training</p>	<p>ELSA (Emotional Literacy Support Assistant) intervention was developed by Educational Psychologists to support the emotional needs of pupils from within schools. It recognises that children learn better and are happier in school if their emotional needs are also addressed. These sessions support and equip children with the language they need to support their needs.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional learning skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional literacy interventions in education are shown to improve social and emotional literacy skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional selfregulation, both of which may subsequently increase academic attainment.</p> <p>EEF - Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 5</p>
<p>Unravel – SEMH Support MIND counselling Support from Educational Psychologists and Rainbows Groups.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. Social and emotional learning, if embedded and supported with explicit teaching, ensures that pupil outcomes are improved and really matters for their outcomes. There is a need for some young people to have targeted support in developing social and emotional learning skills for their future. Whilst embedding this as a part of daily practice, external support ensures that those most at risk received the support needed to engage in their learning, make progress in social learning and in developing relationships for the future.</p> <p>RESEARCH DOCUMENTS - Rainbows Bereavement Support GB (rainbowsgb.org)</p> <p>Rapid Assessment https://www.gov.uk/government/publications/specialeducational</p>	<p>1 2 5</p>

<p>Attendance</p> <p>Engagement and Communication with Families</p> <p>Early Intervention and Monitoring</p>	<p>Strong communication channels will be established with the families of disadvantaged pupils to ensure that they are fully aware of the importance of regular school attendance. This will include regular phone calls, meetings, and attendance newsletters. For families facing particular challenges, we will offer additional support, such as signposting to community resources or working with external agencies to address underlying issues.</p> <p>Attendance data will be closely monitored, and pupils showing early signs of poor attendance will be identified promptly. We will implement early intervention strategies, such as one-to-one meetings with pupils and their families, to understand the causes of absenteeism and to put support mechanisms in place to improve attendance before it becomes a more serious issue.</p> <p>The link between regular school attendance and improved academic outcomes has been consistently demonstrated across multiple research studies and reports. Disadvantaged pupils, in particular, benefit from interventions that address attendance issues, as they often face additional barriers to regular school participation. Below are key pieces of evidence supporting the inclusion of attendance-focused strategies in the Pupil Premium framework.</p> <p>Attendance interventions rapid evidence assessment EEF</p> <p>EEF Parental Engagement Guidance Report.pdf</p> <p>Working with Parents to Support Children's Learning EEF</p>	<p>1</p> <p>2</p> <p>4</p>
<p>Trauma Informed Practice training</p> <p>Nurturing Award Programme and Boxall profile assessment.</p> <p>PACE and wine training</p> <p>Attachment training</p>	<p>Social and emotional learning, if embedded and supported with explicit teaching, ensures that pupil outcomes are improved and really matters for their outcomes. There is a need for some young people to have targeted support in developing social and emotional learning skills for their future. Whilst embedding this as a part of daily practice, external support ensures that those most at risk received the support needed to engage in their learning and make progress with social learning and in developing relationships for the future.</p> <p>EEF - Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>GOV – SEN Support- A Rapid Assessment https://www.gov.uk/government/publications/special-education-needs-support-in-schools-and-colleges</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

Total budgeted cost: £58,090

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024.

Over the period of 2023-2024, key processes have been strengthened to ensure pupils' individual needs were effectively addressed, helping them make progress in comparison to their peers. Tailored interventions have been put in place to support pupils, particularly those facing additional challenges, ensuring that their educational needs were met.

Efforts were made to strengthen the support for pupils whose social and emotional needs were having an adverse impact on their attainment and achievement. Various interventions, including Emotional Literacy Support, MIND and Unravel helped mitigate these challenges, leading to improvements in their engagement and academic outcomes.

Support for pupils with social, emotional, and mental health (SEMH) needs continued to be a priority. A range of training was implemented to ensure these pupils received the necessary help to manage their emotions, such as, Functions of Behaviour and Nurture. Pupils who had experienced loss were provided with tailored support by Rainbows Facilitators. This support helped them cope with their grief. Feedback from pupils has been positive in regard to how this helps to support with loss and grief.

Efforts were made to ensure that all pupils had access to a high-quality curriculum. The curriculum was continually adapted to meet the diverse needs of pupils, ensuring that every pupil had the opportunity to succeed academically.

Pupils were given access to the necessary support to achieve their academic potential. Through targeted interventions and personalised learning, pupils were able to overcome challenges and make significant progress in their studies.

The development of the library and the Renaissance reading programme played a significant role in instilling a love of reading among pupils. This initiative helped to improve reading outcomes, fostering greater engagement with books and improving literacy skills across the school.

Overall, these measures contributed to positive pupil outcomes, with improved academic progress, enhanced emotional well-being, and greater engagement with learning.

Our internal assessment and quality assurance measures have indicated that the majority of disadvantaged pupils across KS1 – KS4 had made progress in Reading, Writing and Maths. However, for Maths that rate of progress was slower in KS3 for

those pupils who are disadvantaged compared to all pupils. In Writing and Reading, disadvantaged pupils progressed at the same rate as all pupils.

Over the last academic year, pupils have gained GCSE's and all Year 6 pupils scored on SATs. Pupils have gained Function Skills Entry Level qualifications, Functional Skills Level 1 and Level 2 qualifications in Maths and English, plus ASDAN and BTEC qualifications.

Throughout the course of the school year, we have continued to develop our Care Designed to Support Learning offer. This includes: - Sensory Occupational Therapy provided by Sensory Footsteps, Mental Health support provided by Unravel, art therapy, counselling from MIND, Emotional Literacy Support Assistants and Trauma informed training and practices across school and support from an Educational Psychologists to support young people with their mental health and wellbeing. Rainbows groups are being facilitated weekly.

In order to upskill staff, to improve outcomes for young people, staff have benefited from a thorough CPD schedule, including training on: PDA, National Autistic Society, Functions of behaviour, Nurturing approach. This investment in high quality CPD for all staff can be seen throughout school and will continue to be embedded. As a school, we have also benefited from our subscription to National College.

In order to promote a love of learning, young people have accessed the community on a variety of occasions in order to kick start a topic or to consolidate their learning.

Our Pupil Premium strategy is starting to have an impact on the academic, social, and emotional well-being of our pupils. By focusing on targeted interventions, personalised support, and fostering a collaborative learning community, we are proud to report positive outcomes and progress towards our goal of ensuring every pupil reaches their full potential, regardless of their socio-economic background.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Unravel	Unravel
Sensory Occupational Therapy	Sensory Footsteps
Counselling	MIND