

## Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	NeneGate School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	78%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024/2025, 2025/2026, 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2027
Statement authorised by	Governing Body
Pupil premium lead	Catherine Wilson
Governor / Trustee lead	Mark Woods

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	52,624.59
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>52,624.59</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

Based on research, including the Education Endowment Foundation 'The EEF Guide to the Pupil Premium – September 2024, the NeneGate School strategy commits to the following five key principles as outlined in our PP charter:

- Fostering independence
- Mentoring and support
- CEIAG
- Attendance and Progress
- Experiences and Enrichment

We want to ensure we deliver the following:

- Appropriate curriculum provision for all students
- High quality teaching for all
- Use of effective and appropriate assessment and provision of remote learning
- Targeted academic support including
- Structured whole-school interventions
- Literacy and numeracy curriculum
- Effective deployment of staff to support social and emotional wellbeing
- Support to develop life skills, social skills and employability skills in order to prepare students for adulthood
- Opportunities to develop a love of learning and social and cultural capital

Although our strategy is focused on the needs of pupils in receipt of Pupil Premium, 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.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We have categorised these across the four areas of Special Educational Need outlined in the Code of Practice (2015).

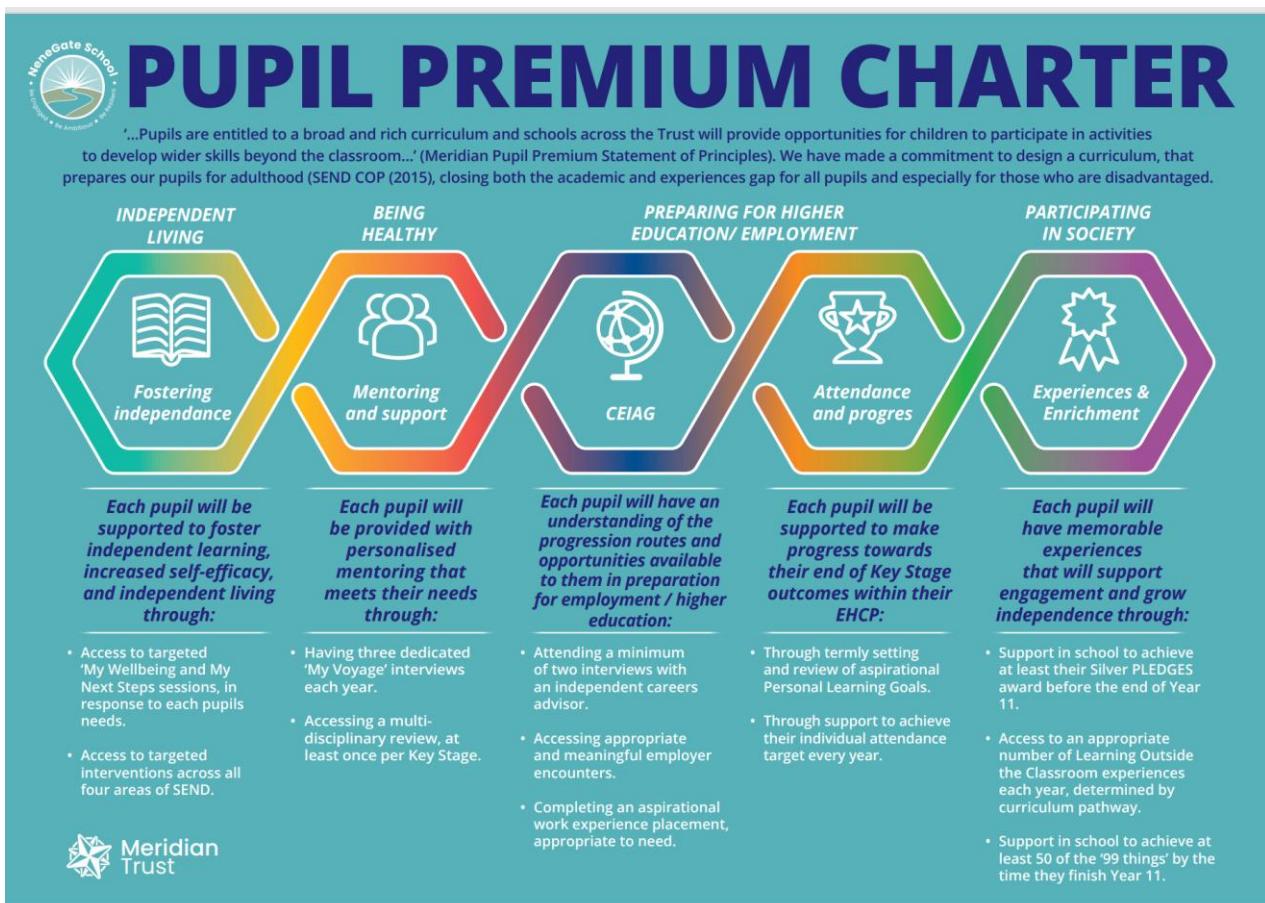
Challenge number	Detail of challenge
1	<b>Social, Emotional and Mental Health</b>

	<p>Our observations, assessments and data indicate that:</p> <ul style="list-style-type: none"> <li>• There is increased complexity of social, emotional and mental health need within the Pupil Premium cohort, which requires more targeted interventions and skilled practitioner</li> <li>• Poor social and emotional wellbeing can impact significantly on attendance, engagement and feeling safe in school</li> <li>• Loss of self and community identity and a concomitant lack of aspiration and self-worth has increased amongst our cohort</li> <li>• For some students there is a lack of engagement with learning because the focus is on 'surviving'</li> </ul>
2	<p><b>Cognition and Learning</b></p> <p>Our observations, assessments and data indicate that many PP students have:</p> <ul style="list-style-type: none"> <li>• Low literacy and numeracy skills</li> <li>• Gaps in foundational knowledge which can impact on pupils' capacity to engage with an age - appropriate curriculum</li> <li>• Deficits in focus / concentration</li> <li>• Low cognitive ability</li> <li>• The increasing requirement for a highly bespoke curriculum</li> </ul>
3	<p><b>Communication and Interaction</b></p> <p>Our observations, assessments and data indicate that:</p> <ul style="list-style-type: none"> <li>• Difficulties in receptive and expressive language lead to challenges during learning activities and in unstructured times</li> <li>• Many students mask their difficulties with receptive language through distraction and dysregulation</li> <li>• Social communication difficulties impact on how well a child is prepared for adulthood and the next steps in their education</li> <li>• There is a high reliance on visual cues and dual coding to access information</li> </ul>
4	<p><b>Physical and Sensory needs</b></p> <p>Our observations, assessments and data indicate that:</p> <ul style="list-style-type: none"> <li>• Capacity for sensory regulation is low for many students and for many this has been impacted by trauma</li> </ul>
5	<p><b>Factors External to School</b></p> <p>Our observations, assessments and data indicate that the following are significant barriers for our Pupil Premium students:</p> <ul style="list-style-type: none"> <li>• A lack of meaningful parental engagement where pupils are persistently or severely absent</li> <li>• A lack of external opportunities for families so children do not have the expected range of positive / age-appropriate life experiences</li> <li>• Limited positive social interactions outside school and over-reliance on technology and a virtual world</li> <li>• The impact of strained family finances and relationships, with an increasing number of families struggling to manage and asking for help with basic needs. This means that the wider experiences that families may be able to give to their children are limited due to reduced financial capacity</li> </ul>

	<ul style="list-style-type: none"> <li>Vulnerability and SEND of students may lead to Involvement in anti-social behaviour outside school and the associated danger of child criminal exploitation</li> </ul>
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## 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
Fostering Independence:	<p>All pupils access an appropriate My Wellbeing curriculum with particular focus on ensuring adaptation of the Discover flow. All pupils will know how to keep themselves safe online and in the physical environment and maintain healthy relationships</p> <p>All pupils will receive targeted interventions with progress tracked termly and linked to PLGs across all four areas of SEND</p> <p>Pupils will close gaps in foundational knowledge, and make progress in line with expectations. All pupils will access a targeted programme of literacy interventions</p>

	<p>in line with the whole school literacy strategy.</p> <p>Pupils will be supported to use sensory regulation strategies independently and make progress in line with PLGs</p>
Mentoring and Support	<p>All pupils will access LEARNing days and review PLGs in partnership with parents. All families will be supported to attend</p> <p>All pupils will be discussed at Inclusion Forum at least once per key stage</p> <p>All pupils will access targeted therapeutic support at least once per key stage</p>
CEIAG	<p>All pupils will be supported to access targeted employer encounters, linked to their future aspirations</p> <p>All pupils will engage with an appropriate Careers curriculum so that they have the knowledge, confidence to move on to the next steps in their education</p> <p>Pupils on the Discover curriculum will receive enhanced PfA provision to ensure they are ready for the next steps in their education</p>
Attendance and Progress	<p>All pupils will access LEARNing days and review PLGs in partnership with parents. All families will be supported to attend.</p> <p>Pupils in receipt of PP funding will have similar rates of attendance to non PP peers.</p> <p>Targeted interventions linked to EBSA and other issues affecting attendance will be put in place to support improved attendance.</p> <p>Pupils in receipt of these will have improved attendance</p>
Experiences and Enrichment	<p>Pupils in receipt of PP will access a full programme of enrichment</p> <p>The participation and access to rewards visits of pupils in receipt of PP will be tracked so that they access these in line with their peers</p> <p>Pupils will be given opportunities to achieve their 99 things and pledges in line with whole school expectations</p> <p>All pupils will receive the opportunity at least once each key stage to take part in a community engagement project</p>

## 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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deliver whole staff CPD on trauma informed approaches</i>	<p>EEF are currently piloting a trauma informed project  <a href="https://educationendowmentfoundation.org.uk/research/trauma-informed-short-term-managed-intervention-centres-2024-2025/">Trauma Informed Short Term Managed Intervention Centres (2024...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>TISUK provides evidence of efficacy of Trauma informed practice  <a href="https://traumainformedschoolsuk.com/">Trauma Informed Schools UK</a></p> <p>Maslow's hierarchy of needs supports this approach  <a href="https://www.simplypsychology.org/maslow.html">Maslow's Hierarchy of Needs (simplypsychology.org)</a></p>	1, 4
<i>Whole staff training on first quality teaching to embed a consistent approach to the 'NeneGate Five' for all pupils</i>	<p>EEF Recommendations on supporting effective professional development note the importance of focusing on mechanisms in the classroom (Guidance Report updated October 2021)</p> <p>In addition the EEF report on the best use of teaching assistants notes that they should add value to what the teacher does, hence the need for whole staff training.</p>	1, 2, 3
<i>Staff training on evidence for learning so that there is a holistic, quick, effective means of recording and tracking student progress towards PLGs</i>	<p>EEF guidance report on 'Teacher Feedback to Improve Student Learning' (June 2021) notes the need to examine 'opportunity cost' in terms of feedback and any other classroom tasks.</p>	1, 2, 3, 4
<i>Literacy CPD training for all staff to support understanding of processes of learning to read; delivery of effective interventions, effective classroom</i>	<p>EEF highlights good practice across all Key Stages and also evidences the effectiveness of phonics and SSPs as a means of improving pupil outcomes</p>	1, 2, 5

<p><i>adaptation and accelerated outcomes. Training will also focus on developing writing, oracy and a love of reading</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/Improving-Literacy-in-Secondary-Schools-EEF">Improving Literacy in Secondary Schools   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-2-EEF">Improving Literacy in Key Stage 2   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Structured Interventions, up to five times per week</i></p>	<p>EEF Guidance report on 'Making best use of teaching assistants' notes the effectiveness of using TAs to deliver targeted, structured, evidence based interventions</p>	<p>1, 2, 3, 4</p>
<p><i>1:1 support from TAs and introduction of continuous provision into classroom interventions</i></p>	<p>EEF Guidance report on 'Making best use of teaching assistants' notes the effectiveness if using TAs to deliver targeted, structured, evidence - based interventions</p>	<p>1, 2, 3, 4</p>
<p><i>Adapted curriculum pathways to support Discover / Explore Learners</i></p>	<p>Our attendance data and case studies indicate the positive impact on student engagement, attendance and outcomes that modified, appropriate full time curriculum provision can have.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £12,624.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family liaison officer and DSL time to support parental engagement, improved attendance and improved student outcomes</i></p>	<p>DFE guidance on Attendance (updated August 2024) supports the use of pastoral staff to support families to overcome barriers to learning</p>	<p>1, 2</p>

<p><i>Additional therapeutic support to address the increasing complexity of need and also train staff on supporting pupils exhibiting behaviours linked to EBSA</i></p>	<p>The Association for Child and Adolescent Mental Health identified the emerging base of evidence for the efficacy of school-based interventions:</p> <p>Skills development for social and emotional literacy, such as the PATHS (Promoting Alternative Thinking Strategies) programme aimed at primary-age children and the Incredible Years programmes for children, parents, and teachers under 12 (Evidence for Impact, 2017)</p> <p>LifeSkills Training, an educational programme aimed at preventing substance misuse and violence (Evidence for Impact, 2017)</p> <p>Cognitive Behavioural Therapy (CBT) for anxiety (Kavanagh et al, 2009; Stallard et al, 2013)</p> <p>Counselling services, such as for mild depression (Cooper, 2013)</p> <p>Bullying prevention, such as Steps to Respect, Olweus and Kiva (Clarke et al, 2015)</p>	<p>1,5</p>
<p><i>Staff, resource and deliver an enhanced LOTE and robust PfA curriculum to support students who have missed out on wider educational experiences to be prepared to transition successfully to post-16 education and to support the re-engagement of younger students in education</i></p>	<p>Sutton Trust research demonstrates the need for improved equality of access to careers education for disadvantaged students as a means to supporting wider access to further, higher education</p>	<p>1, 3, 5</p>

**Total budgeted cost: £52,624.59**

## 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 2024 to 2025 academic year.

#### *Teaching*

Training has been delivered on the NeneGate 5 and pedagogy. Walkthrus have been embedded as part of staff CPD with QA visits to support implementation. NeneGate lesson plan has been introduced to ensure greater consistency in terms of lesson structure and routines. Quality of teaching is improving and staff have engaged with professional development.

Staff training on evidence for learning has been completed and this is now being used to capture evidence for PLGs. SENCO / AHT have embedded a fortnightly QA routine to ensure this is happening and staff are allocated time in therapeutic pods to upload information.

All primary staff have received Little Wandle training and the programme has been embedded daily in the primary provision. All secondary staff received training on Code Read – an internal Trust phonics programme. Interventions for literacy are in place and data indicates that 75% of pupils exceeded expected progress in reading over the last academic year. PP pupils outperformed non PP pupils. Strategy has been revisited and there is a robust approach to ensuring interventions in place for phonics, fluency, oracy and writing.

#### *Targeted Academic Support*

Clear waved approach in place to SEMH interventions. Motional data indicates progress although there have been some issues with the consistency of the data input. School has developed an internal tracking model using learners' characteristics, which is being trialled 2025/2026.

Interventions cycles are embedded in Key Stage 3, with data indicating progress towards EHCP targets. PLGs have been developed and introduced in order to target planning for individual pupils and to track progress against EHCP targets.

TAS have received MITA training as well as training in targeted interventions to ensure they have the skills to support pupils and enable them to make progress swiftly. Some further work to be done around teacher training to ensure that interventions are sufficiently personalised. Further embedding of PLGs will support this. Reduced numbers of pupils in AP because their needs can be met in school. AP audit process

embedded and secure. This has also contributed to an improvement in whole school attendance

The 'NeneGate Voyage' curriculum document has been reviewed along with all four flows. There has been a complete review of the Discover flow led by a Trust colleague which has adapted some approaches, including targeting continuous provision approaches more effectively and introducing a greater focus on Preparation for Adulthood. The implementation phased is planned for 2025 – 2026. Learner characteristics have been developed as part of this, which ensure that pupils are placed appropriately on flows and their progress can be tracked and staff feel confident using and understanding a shared language.

### *Wider Strategies*

Parent Partnership group is well-established and parental engagement has improved. Parents contributed to development of a Communication Charter to support effective home / school communication. Parent survey in February 2025 indicated significantly higher levels of satisfaction with school and this was also reflected in SEND audit in July 2025, with this area now graded as 'replication' in school APE.

The school has achieved 100% in the Gatsby Benchmarks, although the revised benchmarks mean there will be further work to do on employer engagement. There is a strategic plan in place to develop this.

Additional therapeutic support has been achieved through the recruitment of two additional therapeutic TAs. Two rooms have been repurposed into a regulation and reflection space to ensure that the pupils with the highest level of need can be supported. Suspensions and RPis decreased in academic year 2024/2025 compared to the previous year as an impact of a collective staff therapeutic approach.

LOTC silver has been achieved with action plan in place to request assessment for gold in March 2026. The enrichment curriculum has been developed and there are a wide range of activities that support the development of physical and mental health and cultural capital. 100% of pupils at Key Stages 3 and 4 have engaged in enrichment during the academic year 2023 – 2024. Pledges have been introduced and are featured in weekly assemblies along with 99 things. Staff Pledges have also been developed and introduced. Enrichment has been linked to pledges as have school visits.

PfA curriculum has been planned and is due to be trialled during academic year 2025/2026. This will ensure there is a coherent approach to mapping all opportunities and closing any gaps. 2026/2027 will be focused on developing an assessment system to measure impact.

PP pupils have been supported to attend many wider curriculum opportunities, including Trust Aberdovey residential visit, Kingswood residential and Nene Park camping visit. School has wholly funded PP pupils to attend all these residential.

## 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
Letters and Sounds	Little Wandle
White Rose	Trinity MAT

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

