



# Pupil Premium Strategy Statement

At The Harbour School, a significant proportion of our pupils are eligible for Pupil Premium funding, which means that supporting disadvantaged learners is not a separate initiative—it is central to everything we do. Our approach is rooted in the principle that if a child has a need, we meet it. This strategy is not just about Pupil Premium; it is about ensuring equity and excellence for every pupil. We use Pupil Premium funding to enhance provision for all, embedding high-quality teaching, personalised interventions, and enrichment opportunities across the curriculum. By doing so, we aim to close gaps, raise aspirations, and prepare every pupil for successful, fulfilling lives beyond school. This three-year strategy sets out how we will achieve these aims, how funding will be allocated, and how impact will be measured to ensure sustained improvement for all learners. At the end of this document, we provide a review of the previous two years' Pupil Premium spending and its impact, ensuring transparency and continuous improvement.

## School overview

Detail	Data
School name	The Harbour School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	75%
Academic year/years that our current pupil premium strategy plan covers	3 years (early review adjusted original plan) 2025 to 2028
Date Original statement was published	31.12.2024
Date on which it will be reviewed	31.12.2025
Date of early review	22.09.25
Statement authorised by	Mary Abeyasekera
Pupil premium lead	Matthew Wensley
Trustee lead	Martin Campbell



## Funding overview 2023/24

Detail	Amount
Pupil premium funding allocation this academic year	£86,838.00
Recovery premium funding allocation this academic year	£42,250.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,953.33
Recovery premium carried forward for previous year	0
<b>Total budget for this academic year</b>	<b>£139,041.33</b>



## Part A: Pupil premium strategy plan: Statement of Intent

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The funding is allocated to schools for children up to Year 11, who:

- have registered for Free School Meals in the last six years, or
- are in care of the Local Authority, or
- have been adopted from care, or
- have parents in the Armed Forces.

All academies in the Trust are allocated this additional funding, and each academy will determine how best to use this money, guided by our shared values and principles.

- We are committed to ensuring that every child achieves their full potential and makes strong progress towards the outcomes set out in their Education, Health and Care Plans (EHCPs). Pupil Premium funding will be strategically allocated to provide targeted educational support, enhance curriculum access, and create additional learning opportunities for pupils who are socially disadvantaged. Our aim is to close attainment gaps and ensure these pupils progress in line with, or beyond, their peers.
- To achieve this, the school uses EHCP targets to set **Personal Learning Goals (PLGs)** for each pupil. These PLGs are reviewed termly to monitor progress, inform next steps, and ensure interventions remain effective and responsive to individual needs. This process enables staff to tailor support precisely to each child's priorities and adapt provision where necessary.

Impact Measurement:

- Progress against PLGs and EHCP outcomes is tracked termly.
  - Data analysis compares attainment and progress of Pupil Premium pupils with their peers.
  - Pupil voice and engagement in learning are monitored to assess the wider impact of interventions.
  - Findings are reported to governors and used to refine strategies for maximum impact.
  - Our approach reflects high expectations and a commitment to equity, ensuring that all pupils, regardless of background, have the opportunity to thrive academically and personally.
- Pupil Premium funding will be used to support pupils in achieving the outcomes set out in their Education, Health and Care Plans (EHCPs), with a particular focus on early intervention to prepare for adulthood. This includes:
    - Supporting progression into higher education and/or employment – providing opportunities to explore different career pathways, including support for self-employment and access to supported employment agencies.
    - Developing independent living skills – enabling pupils to have choice, control, and freedom over their lives, including decisions about accommodation and living arrangements, such as supported living.
    - Promoting participation in society – fostering friendships, supportive relationships, and active involvement in the local community.
    - Improving health and wellbeing – ensuring pupils are as healthy as possible in adult life through targeted support and education.

To achieve these outcomes, the school uses EHCP targets to set Personal Learning Goals (PLGs) for each pupil. These PLGs are reviewed termly to monitor progress, adapt provision, and ensure interventions remain effective and responsive to individual needs. Impact is measured through progress against PLGs, data analysis, and pupil voice, ensuring that Pupil Premium funding delivers meaningful, long-term benefits.

- Pupil Premium funding will be used to ensure pupils achieve the outcomes set out in their Education, Health and Care Plans (EHCPs), with a strong emphasis on early preparation for adulthood. Our approach is structured around a three-year plan to deliver sustained impact:
  - **Foundations and Early Support**

- Establish robust systems for setting and reviewing **Personal Learning Goals (PLGs)** linked to EHCP outcomes.
  - Begin targeted interventions to develop core skills for independence, communication, and social participation.
  - Introduce careers awareness activities and supported work experience opportunities.
  - Implement health and wellbeing programmes to promote physical and emotional resilience.
- **Building Independence and Aspirations**
    - Expand opportunities for pupils to explore **higher education and employment pathways**, including vocational training and links with supported employment agencies.
    - Provide structured programmes for **independent living skills**, focusing on choice, control, and decision-making.
    - Strengthen community engagement through volunteering, social groups, and inclusive activities.
    - Continue health-focused initiatives, including self-care and healthy lifestyle education.
- **Transition and Sustainability**
    - Support pupils in making informed decisions about **post-16 education, training, or employment**, including self-employment options.
    - Facilitate transition planning for accommodation and living arrangements, including supported living where appropriate.
    - Embed strategies for **participation in society**, ensuring pupils have friendships, supportive relationships, and community involvement.
    - Ensure pupils leave school equipped to maintain health and wellbeing into adult life.

All pupils at the Harbour School have an EHC Plan for Social, Emotional and Mental Health Needs. Many have missed significant amounts of education and often are working below national averages across all areas of learning.

- **Assessment and Monitoring Strategy**

- All pupils, including those eligible for Pupil Premium, are assessed using a robust and consistent framework to ensure progress is accurately tracked and interventions are effective. Our approach combines academic assessment with social, emotional, and mental health (SEMH) measures to provide a holistic view of each pupil's development.

- What we do:

- **Baseline and Ongoing Assessment:**

At the start of each academic year, pupils complete a **baseline assessment**, including our own **Navigator SEMH measures**, to identify strengths and areas for development. Academic assessments are carried out at the end of each half term to monitor progress against curriculum expectations and **Personal Learning Goals (PLGs)** linked to EHCP outcomes.

- **Access to GL Assessment Programs:**

Through Pupil Premium funding, all pupils have access to **GL Assessment tools**, enabling screening for SEN needs and assessment of abilities beyond conventional English, Maths, and Science testing. This ensures that interventions are tailored to individual learning profiles.

- **Collaborative Review Process:**

Class teams meet regularly to discuss pupil progress, share insights, and adapt strategies. All assessment data—including academic results, SEMH measures, and PLG reviews—is brought together in the **annual review**, ensuring a comprehensive evaluation of each pupil's progress and next steps.

- **Assessment and Impact**

1. Embed baseline Navigator SEMH measures and GL assessments for all pupils; establish termly PLG review cycles.
2. Use assessment data to refine targeted interventions, track progress against EHCP outcomes, and close attainment gaps for Pupil Premium pupils.
3. Demonstrate sustained impact through longitudinal data, showing improved academic achievement, SEMH development, and readiness for adulthood outcomes.

**Impact will be measured through:**

- Termly PLG reviews and EHCP progress tracking
- Comparative data analysis of Pupil Premium pupils vs. peers
- SEMH baseline and follow-up measures
- Pupil voice and engagement indicators

Our objectives for pupils who have necessary tools and re in receipt of PP funding can be found in MERIDAN SEN Pupil Premium Charter.

# PUPIL PREMIUM CHARTER

*"...Pupils are entitled to a broad and rich curriculum and schools across the Trust will provide opportunities for children to participate in activities to develop wider skills beyond the classroom..." (Meridian Pupil Premium Statement of Principles). We have made a commitment to design a curriculum, that prepares our pupils for adulthood (SEND COP (2015), closing both the academic and experiences gap for all pupils and especially for those who are disadvantaged.*

INDEPENDENT LIVING	BEING HEALTHY	PREPARING FOR HIGHER EDUCATION/ EMPLOYMENT	PARTICIPATING IN SOCIETY
 <b>Fostering independence</b>	 <b>Mentoring and support</b>	 <b>CEIAG</b>	 <b>Attendance and progress</b>
<p><i>Each pupil will be supported to foster independent learning, increased self-efficacy, and independent living through:</i></p> <ul style="list-style-type: none"> <li>• Access to targeted 'My Wellbeing and My Next Steps' sessions, in response to each pupil's needs.</li> <li>• Access to targeted interventions across all four areas of SEND.</li> </ul>	<p><i>Each pupil will be provided with personalised mentoring that meets their needs through:</i></p> <ul style="list-style-type: none"> <li>• Having three dedicated 'My Voyage' interviews each year.</li> <li>• Accessing a multi-disciplinary review, at least once per Key Stage.</li> </ul>	<p><i>Each pupil will have an understanding of the progression routes and opportunities available to them in preparation for employment / higher education:</i></p> <ul style="list-style-type: none"> <li>• Attending a minimum of two interviews with an independent careers advisor.</li> <li>• Accessing appropriate and meaningful employer encounters.</li> <li>• Completing an aspirational work experience placement, appropriate to need.</li> </ul>	<p><i>Each pupil will be supported to make progress towards their end of Key Stage outcomes within their EHCP:</i></p> <ul style="list-style-type: none"> <li>• Through termly setting and review of aspirational Personal Learning Goals.</li> <li>• Through support to achieve their individual attendance target every year.</li> </ul>
			<p><i>Each pupil will have memorable experiences that will support engagement and grow independence through:</i></p> <ul style="list-style-type: none"> <li>• Support in school to achieve at least their Silver PLEDGES award before the end of Year 11.</li> <li>• Access to an appropriate number of Learning Outside the Classroom experiences each year, determined by curriculum pathway.</li> <li>• Support in school to achieve at least 50 of the '99 things' by the time they finish Year 11.</li> </ul>

Through Pupil Premium funding, we are committed to delivering a holistic approach that supports every pupil to thrive academically, socially, and personally. Each pupil will be guided to foster independence by developing self-regulation, problem-solving skills, and preparation for independent living, ensuring they can make informed choices about their future. Targeted mentoring and emotional support will be embedded within form groups to meet SEMH needs, build resilience, and strengthen relationships, creating a foundation for wellbeing and engagement. Careers Education, Information, Advice and Guidance (CEIAG) will ensure pupils understand progression routes and opportunities for employment or higher education, supported by practical experiences such as work placements and employer engagement. Attendance and progress will be closely monitored, with personalised strategies to improve engagement and ensure pupils achieve the outcomes set out in their EHCPs. Finally, enrichment and memorable experiences will be prioritised to broaden horizons, nurture confidence, and promote participation in society, ensuring pupils leave school equipped for successful, fulfilling adult lives.

**1. Each PP pupil will be supported to foster independent learning, greater autonomy, and independent living skills.**

Each Pupil Premium (PP) pupil will be supported to develop independent learning skills, greater autonomy, and essential preparation for independent living. At The Harbour School, exceptional teaching is the foundation of our approach, ensuring PP pupils make progress in line with, or exceeding, their peers. We are committed to delivering the highest quality teaching across all areas of the curriculum, underpinned by the principle of 'PP First'—placing the needs of disadvantaged pupils at the forefront of planning and practice. Recognising the impact of the pandemic, which has widened gaps in attainment for many PP pupils, we will implement adapted and accelerated catch-up programmes tailored to individual needs. This includes personalised intervention strategies and targeted curriculum support. Through these measures, combined with rigorous monitoring and termly review of Personal Learning Goals (PLGs), we aim to secure rapid recovery and sustained progress for every PP pupil.

**2. Each PP pupil will be provided with mentoring through form groups that meets their SEMH needs.**

Each Pupil Premium (PP) pupil will receive personalised mentoring through form groups to address their social, emotional, and mental health (SEMH) needs and create the conditions for successful learning both in school and at home. At The Harbour School, every PP pupil will have access to a dedicated tutor and support staff team who work collaboratively to remove barriers to progress and attainment. Our teaching strategies and whole-school initiatives are designed to build resilience, autonomy, and self-regulation, enabling pupils to manage their SEMH needs effectively. In addition, all PP pupils will benefit from specialist support, including the school's Family Support Worker and Emotional Literacy Support Assistants (ELSA-trained staff), ensuring that emotional wellbeing is prioritised alongside academic achievement. Through this integrated approach, we aim to create a nurturing environment where pupils feel supported, engaged, and empowered to thrive.

**3. Each PP pupil will have an understanding of the progression route and opportunities available to them in preparation for employment and further educational experiences.**

Each Pupil Premium (PP) pupil will be supported to develop a clear understanding of progression routes and opportunities available to them in preparation for employment and further education. At The Harbour School, we deliver an enhanced Careers Education, Information, Advice and Guidance (CEIAG) programme that goes beyond statutory requirements. This includes personalised mentoring, dedicated careers interviews, and meaningful work experience placements tailored to individual aspirations and EHCP outcomes. Recognising the impact of the pandemic, which reduced opportunities for face-to-face discussions and limited exposure to career pathways, we have strengthened our provision to ensure pupils receive comprehensive guidance on next steps in learning, career development, and progression routes. All PP pupils will have access to the Additional Needs Team through EHCP reviews, ensuring career planning aligns with their needs and ambitions. Furthermore, pupils will complete vocational study units as part of our extended curriculum, broadening their skills and preparing them for real-world opportunities. To enrich this offer, we run **drop-down careers days**, where the entire school focuses on careers education, employer engagement, and practical workshops, giving pupils the chance to explore different industries and progression routes in depth. Through this multi-layered approach, we aim to empower pupils with the knowledge, confidence, and practical experience needed to make informed decisions about their future.

**4. Each PP pupil will be supported to make progress towards their attendance and outcomes within their EHCP and have funding for specialist equipment needed to achieve these.**

Each Pupil Premium (PP) pupil will be supported to make sustained progress towards their attendance targets and the outcomes identified within their EHCP, with access to funding for specialist equipment required to achieve these goals. At The Harbour School, we operate a rigorous attendance strategy underpinned by proactive home–school dialogue and early intervention. Every effort will be made at all levels—including tutors, the attendance lead, the Educational Social Worker, and external agencies—to remove barriers and secure consistent attendance. In addition, PP pupils will have the opportunity to request specific equipment or resources aligned with their EHCP targets, such as weighted blankets, e-readers, sensory tools, or assistive technology, ensuring that individual needs are met and learning is fully accessible. This integrated approach combines high expectations with personalised support, enabling pupils to engage effectively, attend regularly, and achieve their planned outcomes.

**5. Each PP pupil will have memorable experiences that will support engagement.**

Each Pupil Premium (PP) pupil will have access to a rich and memorable set of experiences designed to broaden horizons, foster engagement, and promote independence. Evidence shows that pupils in receipt of Pupil Premium funding often have fewer opportunities to participate in activities that extend learning beyond the classroom, a gap further widened by the pandemic. At The Harbour School, we are committed to addressing this by providing a diverse programme of enrichment experiences. This includes overnight residential stays both on-site and off-site, offering pupils the chance to develop confidence, resilience, and social skills in new environments. For older pupils, we will extend these opportunities to include an overseas trip to France, supporting cultural awareness and independence in preparation for adulthood. Alongside these experiences, pupils will engage in curriculum-linked enrichment activities, community projects, and creative opportunities that inspire curiosity and ambition. In addition, every PP pupil will participate in our **'99 Things to Do Before 15¾' programme**, which ensures they experience a wide range of cultural, social, and adventurous activities before leaving school. Pupils will also work towards achieving their **PLEDGES**, a set of personal development goals published on The Harbour School website, which promote leadership, participation, and responsibility. Through these initiatives, we aim to guarantee that every PP pupil benefits from experiences that enhance learning, build life skills, and create lasting memories, ensuring they leave school equipped for successful and fulfilling adult lives.

## Challenges

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

Challenge number	Detail of challenge
1	Social Literacy – poor interactions with others and responses to conflict and challenge within the school environment. Many pupils are not socially ready to be in a classroom.
2	Emotional Literacy – poor self-esteem and resilience. Many pupils have had poor educational experiences and find school to be a place where they are never good enough to achieve.
3	Academic Engagement - poor experiences of educational environments, negative educational experiences and lack of support for educational experiences. Many of our pupils have missed out on educational experiences in previous settings. Some of families have low aspirations.
4	Health – Obesity, Mental Health Diagnosis, Epilepsy, Sight and Vision, Mobility. Some of our pupils have limited access to healthy food and supported physical activity. Some pupils do not have funding to support with health needs.
5	Transition – Responses and planning for new settings, including college, mainstream primary/secondary, alternative provision or targeted special school. Some pupils struggle to make transitions to other settings or have low aspirations of attending another setting.
5	Attendance – poor engagement, anxiety, previous experiences. Many children have factors that affect attendance – some linked to EHCP.

## 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, this cross references to Our School Development Record, these two documents are inextricably linked and provide evidence of our actions.

Intended outcome	Success criteria
<p><b>Each PP pupil will be supported to foster independent learning, greater autonomy, and independent living skills.</b></p>	<p><b>Inclusion &amp; Personalisation</b></p> <ul style="list-style-type: none"> <li>• <b>Pupil profiles reflect accurate and current SEMH needs</b>, with strategies that support positive behaviour and emotional regulation. <i>Evidence: Navigator tool, My Voyage</i></li> <li>• <b>Teaching is adapted based on profile insights</b>, leading to improved engagement and progress. <i>Evidence: Communication &amp; Language Strategy tool</i></li> <li>• <b>Curriculum planning is responsive</b> to individual SEMH and academic needs. <i>Evidence: Pioneer Pathway, Teams planning</i></li> <li>• <b>Opportunities for enrichment and personal growth are tailored to individual needs and tracked for impact.</b> <i>Evidence: PLEDGES, 99 Things, Clubs</i></li> </ul> <p><b>Curriculum &amp; Teaching</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline assessments</b> are refined and consistently implemented across phases, covering foundational skills. <i>Evidence: Navigator, Flight Paths</i></li> <li>• <b>Assessment outcomes inform personalised planning, interventions, and curriculum adaptations.</b> <i>Evidence: My Voyage, TT portal</i></li> <li>• <b>Pupil progress is tracked from baseline</b>, showing measurable improvement in foundational skills. <i>Evidence: Flight Paths, Navigator</i></li> <li>• <b>Interventions are tailored to SEMH needs</b>, supporting emotional regulation and readiness to learn. <i>Evidence: Navigator tool</i></li> </ul> <p><b>Achievement &amp; Preparation for Adulthood</b></p> <ul style="list-style-type: none"> <li>• <b>KS4 curriculum pathways are personalised</b>, reflecting pupil interests, strengths, and future aspirations. <i>Evidence: Timetabling, ASDAN, BTEC</i></li> <li>• <b>Work-related learning is embedded</b>, including enterprise projects and vocational tasters. <i>Evidence: Careers drop-down days, work experience</i></li> <li>• <b>Pupils reflect on experiences</b>, linking learning to future aspirations and personal development. <i>Evidence: Careers folder, transition plans</i></li> </ul> <p><b>Behaviour &amp; Emotional Regulation</b></p> <ul style="list-style-type: none"> <li>• <b>Staff apply trauma-informed strategies</b> to support emotional regulation in the classroom. <i>Evidence: Navigator, Therapeutic Thinking Ltd training</i></li> <li>• <b>Pupils show improved ability to manage emotions and respond to challenges.</b> <i>Evidence: Navigator baseline to T1</i></li> <li>• <b>Safe spaces and sensory rooms</b> support self-regulation and emotional recovery. <i>Evidence: ELSA space, sensory room, gym</i></li> </ul>

	<p><b>Tracking &amp; Monitoring</b></p> <ul style="list-style-type: none"> <li>• <b>Evidence for Learning and BromCom</b> are used to build personalised learning journeys. <i>Evidence: PLGs, Flight Paths, BromCom marksheets</i></li> <li>• <b>Staff regularly reflect on pupil progress</b>, using platforms to inform planning and next steps. <i>Evidence: STAR assessments, termly reviews</i></li> </ul>
<p><b>Each PP pupil will be provided with mentoring through form groups that meets their SEMH needs</b></p>	<p><b>Form Group &amp; SEMH Mentoring Support</b></p> <ul style="list-style-type: none"> <li>• <b>Daily behaviour focus sessions</b> are embedded in form time to support emotional regulation and engagement. <i>Evidence: Daily Behaviour Focus, Navigator</i></li> <li>• <b>LEAP/PLG meetings</b> are scheduled termly and include pupil voice, mentoring, and SEMH review. <i>Evidence: LEAP/PLG meetings, pupil focus file</i></li> <li>• <b>Access to ELSA-trained staff and Family Support Worker (FSW)</b> is available for PP pupils. <i>Evidence: ELSA, FSW on My Concern, Zones of Regulation</i></li> <li>• <b>Pupil voice is embedded in school culture</b>, with feedback informing mentoring and support strategies. <i>Evidence: School Council, Safeguarding impact survey, Navigator</i></li> <li>• <b>Staff consistently use trauma-informed and relational approaches</b> in mentoring and form group interactions. <i>Evidence: TT training, staff feedback, Navigator next steps</i></li> <li>• <b>Mentoring includes restorative practices and relational pedagogy</b>, supporting SEMH development. <i>Evidence: Waves document, TT portal, restorative conversations</i></li> <li>• <b>Structured pupil focus meetings</b> include mentoring input and SEMH tracking. <i>Evidence: Weekly EP meetings, pupil focus file, Navigator tool</i></li> <li>• <b>Staff training and CPD</b> support mentoring roles within form groups. <i>Evidence: CPD calendar, TT training, staff questionnaire</i></li> <li>• <b>Mentoring supports improved engagement and resilience</b>, tracked via Points system and Navigator. <i>Evidence: Points, Navigator baseline to T1</i></li> <li>• <b>Mentoring contributes to reduced behaviour incidents and improved emotional regulation.</b> <i>Evidence: Behaviour data, TT portal, Navigator</i></li> </ul>
<p><b>Each PP pupil will have an understanding of the progression route and opportunities available to them in preparation for employment and further educational experiences</b></p>	<p><b>Careers, CEIAG &amp; Progression Routes</b></p> <ul style="list-style-type: none"> <li>• <b>Work-related learning is embedded</b>, including enterprise projects, work experience, and employer engagement. <i>Evidence: Careers drop-down days, vocational tasters, summer term placements</i></li> <li>• <b>Pupils are supported to reflect on their experiences</b>, linking learning to future aspirations and personal development. <i>Evidence: Careers folder, transition plans, My Voyage</i></li> <li>• <b>KS4 curriculum offer is broadened</b>, including vocational, academic, and therapeutic pathways tailored to pupil interests and aspirations. <i>Evidence: ASDAN, BTEC, Entry Level qualifications</i></li> <li>• <b>Careers provision is mapped against Gatsby Benchmarks</b>, with termly reviews and Compass+ tracking. <i>Evidence: Careers roadmap, Compass+ plans</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>External careers advisors and events</b> are used to enhance CEIAG provision. <i>Evidence: Careers fair, mentoring, drop-down days</i></li> <li>• <b>Transition plans are personalised</b>, developed in collaboration with pupils, families, and professionals. <i>Evidence: Careers advisor attends Year 11 annual reviews, next steps meetings</i></li> <li>• <b>Destination data is analysed</b> to evaluate the effectiveness of careers guidance and benchmark compliance. <i>Evidence: Compass+ and Gatsby Benchmark tools</i></li> <li>• <b>Pupil participation and feedback are monitored</b>, showing increased confidence, motivation, and readiness for adulthood. <i>Evidence: Careers questionnaire each term</i></li> </ul>
<p><b>Each PP pupil will be supported to make progress towards their attendance and outcomes within their EHCP and have funding for specialist equipment needed to achieve these.</b></p>	<p><b>Attendance &amp; EHCP Progress</b></p> <ul style="list-style-type: none"> <li>• <b>Attendance data is reviewed regularly</b> to inform targeted support and interventions. <i>Evidence: BromCom, weekly attendance meetings</i></li> <li>• <b>Pupils with emerging attendance concerns are identified early</b>, and strategies are implemented. <i>Evidence: attendance spreadsheet, tutor calls, praise postcards</i></li> <li>• <b>Class teams consistently contact home</b> regarding attendance concerns. <i>Evidence: BromCom logs, scripted calls</i></li> <li>• <b>Attendance incentives</b> (e.g. Zero Heroes, postcards, celebration assemblies) are used to improve engagement. <i>Evidence: termly focus weeks, behaviour focus</i></li> <li>• <b>Attendance is monitored closely following intervention</b> to assess impact. <i>Evidence: attendance tracker, weekly meetings</i></li> <li>• <b>EHCP targets are tracked through My Voyage and Navigator</b>, with progress reviewed termly. <i>Evidence: EHCP reviews, PLGs, Flight Paths</i></li> <li>• <b>Specialist equipment is purchased and used</b>, supporting EHCP outcomes. <i>Evidence: TT portal, sensory aids, weighted blankets, e-readers</i></li> <li>• <b>Staff use triangulated data</b> (attendance, behaviour, safeguarding, academic) to inform personalised support. <i>Evidence: TT documentation, Navigator, BromCom</i></li> <li>• <b>Funding decisions are linked to EHCP needs</b>, ensuring resources are allocated effectively. <i>Evidence: PP strategy review, specialist equipment logs</i></li> <li>• <b>Impact of interventions is monitored</b>, showing improved attendance and EHCP progress. <i>Evidence: Points system, Navigator, BromCom</i></li> </ul>
<p><b>Each PP pupil will have memorable experiences that will support engagement</b></p>	<p><b>Memorable Experiences &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>• <b>All PP pupils to attain the MERIDAN PLEDGE</b> at the end of each Key Stage. <i>KS1 – Copper, KS2 – Bronze, KS3 – Silver, KS4 – Gold, with additional Platinum and Diamond levels.</i></li> <li>• <b>All PP pupils will complete the 99 Things to do before you are 15<sup>3/4</sup></b>, tracked and celebrated. <i>Evidence: BromCom, My Voyage, pupil voice</i></li> <li>• <b>Opportunities for enrichment and personal growth are tailored to individual needs and tracked for impact.</b> <i>Evidence: PLEDGES, 99 Things, Enrichment activities.</i></li> </ul>

- **Pledges and 99 Things are embedded into curriculum and LOTC planning** across all key stages.  
*Evidence: Curriculum planning, LOTC proforma*
- **Staff actively reference and incorporate these initiatives** when designing educational visits and experiential activities.  
*Evidence: Trips and visits info*
- **Initiatives support personal development, SEMH growth, and curriculum enrichment**, with clear links to school values.  
*Evidence: LOTC, Friday Options, enrichment calendar*
- **Inclusive events are planned throughout the year** to celebrate diversity and pupil achievements.  
*Evidence: Trust summer festival, cooking events, science day*
- **Pupil-led initiatives are in place**, encouraging leadership, voice, and responsibility.  
*Evidence: Fry-Up Friday, pupil-led assemblies, choir club, bake sales*
- **Staff facilitate and celebrate pupil contributions** that promote diversity, inclusion, and respect.  
*Evidence: House Games, PLEDGES, 99 Things*
- **Participation data is collected and analysed** to identify engagement levels and inform planning.  
*Evidence: BromCom, EFL, enrichment trackers*



## 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

Budgeted cost: £40,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improvement of literacy	<p><b>Education Endowment Foundation (EEF) Guidance Reports</b></p> <ul style="list-style-type: none"> <li>○ <b>Improving Literacy in Key Stage 2</b> <ul style="list-style-type: none"> <li>• Seven evidence-based recommendations including:               <ul style="list-style-type: none"> <li>- Developing pupils' language capability</li> <li>- Supporting fluent reading</li> <li>- Teaching reading comprehension strategies</li> <li>- Using high-quality structured interventions</li> </ul> </li> <li>• Emphasises <b>accurate assessment, modelling, and targeted support</b> for struggling readers. EEF KS2 Literacy Guidance <a href="https://files.eric.ed.gov">[files.eric.ed.gov]</a></li> </ul> </li> <li>○ <b>Improving Literacy in Secondary Schools</b> <ul style="list-style-type: none"> <li>• Promotes <b>disciplinary literacy</b> across subjects.</li> <li>• Recommends vocabulary instruction, reading complex texts, and structured talk.</li> <li>• Highlights the importance of <b>high-quality literacy interventions</b> for struggling students. <a href="https://educationendowmentfoundation.org.uk">EEF Secondary Literacy Guidance [education...ion.org.uk]</a></li> </ul> </li> <li>○ <b>Closing the Disadvantage Gap Toolkit</b> <ul style="list-style-type: none"> <li>• Literacy strategies like <b>reading comprehension</b> and <b>oral language interventions</b> can add up to <b>+6 months progress</b> for disadvantaged pupils. <a href="https://ase.org.uk">EEF Toolkit Summary [ase.org.uk]</a></li> </ul> </li> <li>○ <b>Ofsted &amp; Government Reports</b></li> </ul> <p><b>Ofsted Blog on SEND and Reading</b></p> <ul style="list-style-type: none"> <li>• Reinforces the importance of <b>systematic synthetic phonics (SSP)</b> for all pupils, including those with SEND.</li> <li>• Warns against abandoning phonics too early and stresses the need for <b>repetition and practice</b>. <a href="https://educationendowmentfoundation.org.uk">Ofsted Reading for SEND Pupils [education...log.gov.uk]</a></li> </ul> <p><b>4. Removing Barriers to Literacy (Ofsted)</b></p> <ul style="list-style-type: none"> <li>• Case studies from schools that successfully improved literacy for disadvantaged pupils.</li> <li>• Focuses on <b>early intervention, high expectations, and inclusive teaching</b>. <a href="https://gov.uk">Ofsted Literacy Report [gov.uk]</a></li> </ul>	1, 3, 4, 5

	<p><b>Specialist SEND Literacy Resources</b></p> <p><b>Lexia UK – Literacy for All: Strategies for Pupils with SEND</b></p> <ul style="list-style-type: none"> <li>• Advocates for <b>adaptive, multisensory, and data-driven approaches</b>.</li> <li>• Highlights the importance of <b>personalised instruction</b> for decoding, comprehension, and language processing. <a href="https://lexiauk.co.uk">Lexia SEND Literacy Guide [lexiauk.co.uk]</a></li> </ul>	
<p>Targeted TA training including ELSA, Literacy, Area specific support and leading areas of the school.</p>	<p>EEF Guidance Reports and TLT:</p> <p><b>Emotional Literacy Support Assistants (ELSAs)</b></p> <ul style="list-style-type: none"> <li>• <b>Alemoru &amp; Atkinson (2025) – Enhancing motivational interviewing training for ELSAs</b> Explores how motivational interviewing can be embedded into ELSA practice to support SEMH pupils. <a href="https://tandfonline.com">Read the study [tandfonline.com]</a></li> <li>• <b>Gu et al. (2025) – Exploring ELSA experiences during and beyond COVID-19</b> Highlights systemic and individual factors that impact ELSA effectiveness, including training, relationships, and resources. <a href="https://repository.uel.ac.uk">Read the paper [repository.uel.ac.uk]</a></li> <li>• <b>National Evaluation (2024) – WELL Project ELSA Evaluation</b> Summarises impact of ELSA work on school culture, pupil wellbeing, and internal capacity. <a href="https://welleducation.uk">Download the report [welleducation.uk]</a></li> </ul> <p><b>Teaching Assistant (TA) Training &amp; Literacy Interventions</b></p> <ul style="list-style-type: none"> <li>• <b>EEF Teaching Assistant Interventions Toolkit</b> Shows that <b>structured TA-led interventions</b> can lead to <b>+4 months progress</b> in literacy. <a href="https://education...ion.org.uk">EEF Toolkit Summary [education...ion.org.uk]</a></li> <li>• <b>Ambition Institute (2025) – Systematic review of TA-led interventions</b> Identifies 8 evidence-based interventions with positive impact, including <b>Catch Up Literacy</b> and <b>Switch-on Reading</b>. <a href="https://ambition.org.uk">Read the review [ambition.org.uk]</a></li> <li>• <b>National Literacy Trust – Evidence-based literacy programmes</b> Includes <b>Game Changers</b>, <b>Catch Up Literacy</b>, and <b>Premier League Reading Stars</b> for targeted support. <a href="https://literacytrust.org.uk">Explore interventions [literacytrust.org.uk]</a></li> </ul> <p><b>Area-Specific Support &amp; SEND Impact</b></p> <ul style="list-style-type: none"> <li>• <b>MetaSENse Study (UCL, 2024)</b> Systematic review of 467 studies on targeted SEND interventions, with strong evidence for literacy-focused approaches. <a href="https://my.chartered.college">Read the summary [my.chartered.college]</a></li> </ul>	<p>1, 2, 3, 4, 5</p>

	<ul style="list-style-type: none"> <li>• <b>EEF Deployment of Teaching Assistants Guidance (2025)</b> Offers 5 recommendations for effective TA deployment, including scaffolding and structured interventions. <a href="#">Download the guidance [education...ion.org.uk]</a></li> <li>• <b>UCL Centre for Inclusive Education – Maximising the Impact of TAs</b> Research shows that TA-led structured interventions outperform general classroom support. <a href="#">Read the case study [ucl.ac.uk]</a></li> </ul>	
<p><b>Coaching and Buddy System – Sharing good practice</b></p>	<p><a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Early Career Professional Development Research</a></p> <p><b>Coaching in Schools</b></p> <ul style="list-style-type: none"> <li>• <b>DfE &amp; CfBT Guidance Report – Coaching for Teaching and Learning</b> A practical guide based on a two-year research project by Newcastle University. It outlines how coaching improves teaching quality, supports school improvement, and enhances professional development. <a href="#">Download the guide [assets.pub...ice.gov.uk]</a></li> <li>• <b>Ambition Institute – Instructional Coaching</b> Instructional coaching is shown to be one of the most effective forms of CPD, combining granular goals, feedback, and rehearsal. <a href="#">Read more [ambition.org.uk]</a></li> <li>• <b>Heads Coaching Heads – Chartered College of Teaching</b> Peer coaching between headteachers fosters shared accountability and professional learning, contributing to school improvement. <a href="#">Case study [my.chartered.college]</a></li> </ul> <p><b>Buddy Systems &amp; Peer Mentoring</b></p> <ul style="list-style-type: none"> <li>• <b>University of Huddersfield – Buddy Approach for School Bullying Prevention</b> Peer support and buddy systems promote safety, belonging, and emotional wellbeing. <a href="#">Research article [pure.hud.ac.uk]</a></li> <li>• <b>Anti-Bullying Alliance – Peer Support Strategies</b> Buddy schemes offer targeted social and emotional support to vulnerable students and newcomers. <a href="#">Examples of peer support [anti-bully...nce.org.uk]</a></li> </ul> <p><b>Peer Mentoring &amp; TA Development</b></p> <ul style="list-style-type: none"> <li>• <b>Edge Hill University – Peer Mentoring for Teaching Assistants</b> Peer mentoring builds confidence, provides safe spaces for sharing, and fosters communities of practice. <a href="#">Download PDF [researchgate.net]</a></li> <li>• <b>Journal of Microbiology &amp; Biology Education – TA Peer Observations</b> Reciprocal peer observations among TAs promote confidence and community with minimal cost. <a href="#">Read the article [journals.asm.org]</a></li> </ul>	<p>1, 2, 3, 4</p>

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## Targeted academic support

Budgeted cost: £ 45 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure each PP pupil receives <i>at least</i> three 1 to 1 LEAP/PLG meetings each year and these are planned for in the first week of each new term.	EEF Guidance Reports and TLT: <a href="#">Aspiration Interventions</a> <a href="#">Behaviour interventions</a> <a href="#">Oral Language</a> <a href="#">Mentoring</a> <a href="#">Parental Engagement</a>	1, 2, 3, 4, 5
Ensure every PP pupil has access to relevant online revision and learning platforms.	EEF Guidance Reports and TLT: <a href="#">Remote learning for pupils   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Digital technology   Toolkit Strand   Education Endowment Foundation   EEF</a>	4, 5
PP pupils have access to high ratio classroom support to engage and extend learning and support SEMH needs.	EEF Teaching and Learning tool kit: <a href="#">Small group tuition</a> <a href="#">Effective use of TAs</a> <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5



## Wider strategies

Budgeted cost: £ 53,811.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP pupils to attain the MERIDAN PLEDGE at the end of each Key Stage. KS1 – Copper, KS2 – Bronze, KS3 – Silver, KS4 – Gold, with additional platinum and diamond	EEF Guidance Reports and TLT: <a href="#">Arts Participation</a> <a href="#">Outdoor Adventure Learning</a> <a href="#">Sports Participation</a> <a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Specialist equipment is purchased and used and this aids PP pupils learning needs.	EEF Guidance Reports and TLT: <a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">EEF Blog: Five evidence-based strategies to support...   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
All PP pupils will have access to targeted behaviour and attendance program and receive rewards inc. responsibility trips and prize giving.	EEF Guidance Reports and TLT: <a href="#">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Outdoor Adventure Learning</a> <a href="#">Sports Participation</a> <a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	4
All PP pupils will have access to Breakfast and food throughout the day meeting needs for ready to learn	DfE Report: <a href="#">Breakfast Clubs</a>	5
Ensure have highly resourced and planned access to Extending the Boundaries learning sessions	EEF Guidance Reports and TLT: <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">EEF Blog: Five evidence-based strategies to support...   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">(educationendowmentfoundation.org.uk)Outdoor Adventure Learning</a> <a href="#">Sports Participation</a> <a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5

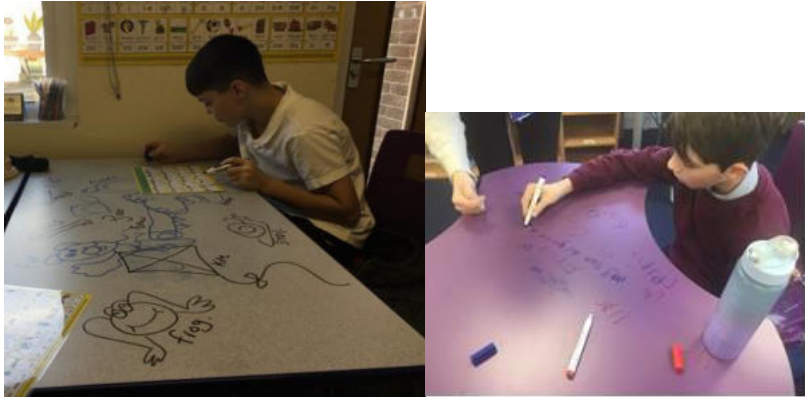
Total budgeted cost: £139,041.33

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

#### Teaching

Activity	Review of Activity 2024/2025
Improvement of literacy	<p>The school has a specific literacy lead and a HLTA (phonics and reading). There is a timetable in place for literacy intervention with the lowest readers in both Primary and Secondary and also class sessions run by literacy lead in all Secondary groups. All pupils have had targeted reading sessions timetabled. School has implemented accelerated reader and STAR assessments.</p> <p><b>Next Steps:</b> the school intends to adopt the Little Wandle approach to Literacy and Phonics.</p> 
Targeted TA training including ELSA, Literacy, Area specific support and leading areas of the school.	<p>ELSA staff and spaces in place in both secondary and primary. Teaching assistants have completed training with Education Psychologists. Pupils use 2 key ELSA spaces, one in Primary and one in Secondary. Staff in specific subjects have been able to gain further knowledge and understanding from other leading trust and county professionals in their subject areas. Staff have taken part in extra training around dyslexia and other key areas of need. Whole school training has been led by literacy lead and a Reading Handbook developed for all staff to refer to.</p> <p><b>Next Steps:</b> Support for the development of SEMH baselines will support Tas in their understanding of specific SEMH areas of Need. Additional TA training will also be delivered in specific and targeted interventions both in the classroom and beyond, this will include Lego Therapy and Therapeutic Thinking (Respectful Relationships)</p>

## Targeted academic support

Activity	Review of Activity 2023 - 2024
<p>Ensure each PP pupil receives <i>at least</i> three 1 to 1 LEAP/PLG meetings each year and these are planned for in the first week of each new term.</p>	<p>Attendance at LEAP meetings has improved throughout the year. Pupils have benefited from virtual LEAP/PLG meetings and support with transport to these meetings. Some meetings have taken place in the homes of the pupils who are most disadvantaged.</p> <p><b>Next Steps:</b></p> <p>These meetings will support the introduction of our improved Report format, explaining to families how to interpret the information they receive. These reports will include data on wider aspects of learning in line with the individual SEMH needs of our pupils.</p>
<p>PP pupils have access to high ratio classroom support to engage and extend learning and support SEMH needs.</p>	<p>Teaching assistant working across primary and secondary classes has allowed pupils to have learning support more freely. Pupils learning and behaviour have improved across the school. Where pupils have high amounts of challenging or reactive behaviour modes, they are supported to enable positive events to outweigh any unhelpful experiences. The 3 most positive behaviour averages across the school are PP pupils. Extra class support allows pupils to access the most challenging learning environments for them, ensuring the activities are well structured and scaffolded, so that pupils anxieties are lowered.</p> <p><b>Next Steps :</b></p> <p>CPD for TA's will be incorporated for TA's and Teaching staff together, to improve subject knowledge and allow all staff to directly support learning as well as reduce anxiety.</p>

## Wider strategies

Activity	Review of Activity 2023 -24																																																																																																																					
<p>All PP pupils to attain the MERIDAN PLEDGE at the end of each Key Stage. KS1 – Copper, KS2 – Bronze, KS3 – Silver, KS4 – Gold.</p>	<p>Pupils have been working towards a number of PLEDGES, but the most active part of the PLEDGES program is the achievement of 99 things. PP pupils have had access to activities and experiences that they have not been able to access previously, and the school continue to find activities that will help pupils meet 100% of these before 15 3/4. More funding could be used for specific events which could aid pupils in achieving other pledges. Pledges and 99 Things are now tracked in detail.</p> <table border="1" data-bbox="389 741 1465 965"> <thead> <tr> <th>Student Name</th> <th>Year Group</th> <th>Tutor Group</th> <th>PARTICIPATION</th> <th>LEADERSHIP</th> <th>EXCELLENCE</th> <th>DIVERSITY</th> <th>DIVING</th> <th>ENVIRONMENT</th> <th>SERVICE</th> <th>PLEDGES Achieved</th> <th>Date Awarded</th> <th>No. of 99 Things</th> </tr> </thead> <tbody> <tr> <td>CHANDLER, Richard</td> <td>05</td> <td>Bounty</td> <td>Copper</td> <td>Copper</td> <td>Bronze</td> <td>Copper</td> <td>Bronze</td> <td>Copper</td> <td>Bronze</td> <td>Copper</td> <td></td> <td>21</td> </tr> <tr> <td>COLLINS, Archie</td> <td>06</td> <td>Bounty</td> <td>Bronze</td> <td>Copper</td> <td>Bronze</td> <td>Copper</td> <td>Bronze</td> <td>Bronze</td> <td>Bronze</td> <td>Copper</td> <td></td> <td>60</td> </tr> <tr> <td>COOK, Joseph</td> <td>06</td> <td>Bounty</td> <td>Copper</td> <td>Copper</td> <td>Bronze</td> <td>Copper</td> <td>Bronze</td> <td>Bronze</td> <td>Bronze</td> <td>Copper</td> <td></td> <td>28</td> </tr> <tr> <td>LOWE, Oscar</td> <td>06</td> <td>Bounty</td> <td>Bronze</td> <td>Copper</td> <td>Bronze</td> <td>Copper</td> <td>Bronze</td> <td>Bronze</td> <td>Bronze</td> <td>Copper</td> <td></td> <td>77</td> </tr> <tr> <td>PETTITT, Reggie</td> <td>05</td> <td>Bounty</td> <td>Copper</td> <td>Copper</td> <td>Copper</td> <td>Copper</td> <td>Copper</td> <td>Copper</td> <td>Copper</td> <td>Copper</td> <td></td> <td>77</td> </tr> <tr> <td>SALES, Noah</td> <td>06</td> <td>Bounty</td> <td>Bronze</td> <td>Copper</td> <td>Bronze</td> <td>Copper</td> <td>Bronze</td> <td>Bronze</td> <td>Bronze</td> <td>Copper</td> <td></td> <td>82</td> </tr> <tr> <td>SMITH, Bailey</td> <td>06</td> <td>Bounty</td> <td>Copper</td> <td>Copper</td> <td>Bronze</td> <td>Copper</td> <td>Bronze</td> <td>Bronze</td> <td>Bronze</td> <td>Copper</td> <td></td> <td>30</td> </tr> <tr> <td>SMITH, Milo</td> <td>05</td> <td>Bounty</td> <td>Copper</td> <td>Copper</td> <td>Bronze</td> <td>Copper</td> <td>Bronze</td> <td>Bronze</td> <td>Bronze</td> <td>Copper</td> <td></td> <td>41</td> </tr> </tbody> </table> <p><b>Next Steps:</b></p> <p>It is key that we celebrate pupils success in these wider aspects of learning. The introduction of badges and certificates will support the increased profile of these enrichment activities.</p>	Student Name	Year Group	Tutor Group	PARTICIPATION	LEADERSHIP	EXCELLENCE	DIVERSITY	DIVING	ENVIRONMENT	SERVICE	PLEDGES Achieved	Date Awarded	No. of 99 Things	CHANDLER, Richard	05	Bounty	Copper	Copper	Bronze	Copper	Bronze	Copper	Bronze	Copper		21	COLLINS, Archie	06	Bounty	Bronze	Copper	Bronze	Copper	Bronze	Bronze	Bronze	Copper		60	COOK, Joseph	06	Bounty	Copper	Copper	Bronze	Copper	Bronze	Bronze	Bronze	Copper		28	LOWE, Oscar	06	Bounty	Bronze	Copper	Bronze	Copper	Bronze	Bronze	Bronze	Copper		77	PETTITT, Reggie	05	Bounty	Copper	Copper	Copper	Copper	Copper	Copper	Copper	Copper		77	SALES, Noah	06	Bounty	Bronze	Copper	Bronze	Copper	Bronze	Bronze	Bronze	Copper		82	SMITH, Bailey	06	Bounty	Copper	Copper	Bronze	Copper	Bronze	Bronze	Bronze	Copper		30	SMITH, Milo	05	Bounty	Copper	Copper	Bronze	Copper	Bronze	Bronze	Bronze	Copper		41
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<p>Specialist equipment is purchased and used and this aids PP pupils learning needs.</p>	<p>Individual learning aids have supported pupils to be more ready for learning. PP pupils have had access to personal project items, such as STEM cars, programable robots, building and construction items and sensory aids. Where these learning aids have been used, engagement in learning activities has resulted in learning credits for these sessions and reduced challenging or anxiety driven behaviour incidents in the school. The continuation of social games, such as board games, Dungeon and Dragons chess and card games has improved group dynamics and therefore supported a more settled learning environment for all. Dyslexia programs, including filters, dyslexia friendly books and texts and teaching cards have been used to further improve support for reading across the school.</p> <p><b>Next Steps :</b></p> <p>Pupil council / Pupil voice will be utilised to purchase individualised learning aids to support both academic and social progress in line with a ‘you said, we did’ approach to further encourage engagement.</p>																																																																																																																					

<p>All PP pupils will have access to targeted behaviour and attendance program and receive rewards inc. responsibility trips and prize giving.</p>	<p>Pupils in the school, work towards earning credits in all of their learning activity time in school. Credits ensure pupils know how they have met their responsibilities in each session, these are to be safe, respectful and learn stuff. At the end of each term pupil have a celebration assembly where attendance and behaviour is celebrated for all pupils. Pupils have also earned credits to trade in for weekly trips (options) and vouchers and at the end of each term, bigger responsibility credit trips have been accessed and funded for pupil premium pupils. These include Gauntlet, Paintball and Lazer, Hunstanton Beach, Inflatabounce, Harry Potter World, Duxford Air Museum, Climbing. 3 children attended a trust wide residential alongside other special schools and main streams. Year 6 had a week of experiences in the run up to SATs to take away the anxiety of the test situation.</p> <p><b>Next Steps :</b></p> <p>Pupil voice activity will help to collect evidence of what behaviour focus areas pupils wish to prioritise, linked to appropriate reward experiences and to further connect the pupils' engagement with school approaches</p>
<p>All PP pupils will have access to Breakfast and food throughout the day meeting needs for ready to learn.</p>	<p>Staff and pupils reported perceived reductions in the number of pupils being hungry, and most reported that they felt that breakfast was having an impact on pupils eating more healthily. Staff generally reported improvements in concentration and in behaviour from pupils eating in the mornings on arrival. This was attributed in part to children not being hungry, and in part to the routine, which allowed pupils to settle into school more calmly and be more ready to learn when lessons started. Breaktime snack is provided for all children.</p> <p><b>Next steps :</b></p> <p>Breakfast will be offered in a appropriate space (with the hope of future development being a designed café style environment). This will support independent skills and provide a more structured and valued experience, making access to breakfast more attractive for more pupils.</p>
<p>Ensure pupils have highly resourced and planned access to Extending the Boundaries learning sessions.</p>	<p>EBL sessions are based around AQA unit awards. Resources and planning has been used and PP pupils have had access to fishing, golf, cooking, sport (including support from Cambridge United FC), bikes, gaming, outdoor learning, bushcraft, forest skills and social skills.</p> <div data-bbox="461 1579 999 1912" data-label="Image"> </div> <p><b>Next steps :</b></p>

	Pupil voice activity will focus on PP group of pupils to agree through authentic co-production an updated list of activities to further support the EBL approach.
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## 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
White Rose Maths	Trinity MAT
STAR Assessments	Renaissance
Therapeutic Thinking	Cambridgeshire County Council – Trust Purchased directly
Reading Eggs	3P learning
English and Maths Tuition	Tutor Doctor
Motor Vehicle and riding tuition	Gauntlet Auto Project
AET Levels 1 and 2	Autism Education Trust