

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 26: You have the right to help from the government if you are poor or in need.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Whole school focus 26/27

Child friendly priorities are shared with all pupils:

- **Priority 1:** To ensure that you develop the best oracy skills to help you to communicate and be ready for adult life.
- **Priority 2:** To precisely adapt learning to challenge you, so you achieve the very best.
- **Priority 3:** To develop opportunities for you to learn about construction, hospitality and other trades, so you are ready for work.
- **Priority 4:** To increase opportunities for others in our community to experience Grange's provision so they can achieve their best. This will include opportunities led by pupils.
- **Priority 5:** To help everyone to achieve the very best attendance (at least 96%).

Grange Academy receives funding to provide additional support to raise the attainment of disadvantaged pupils; this is called Pupil Premium. This funding includes pupils who are eligible for free school meals, (or who have been in the last six years). This year, for eligible children, we receive:

- primary pupils: £1550
- secondary pupils £1110
- pupils who are or have been looked after, receive £2690
- pupils whose families are serving in HM Forces receive £360

We allocate this funding to have the greatest impact on progress and close any gaps between eligible pupils and their peers. Pupil premium is not a personal budget for individual pupils, and schools do not have to spend it to solely benefit pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

This statement outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending had within our school.

School overview

Detail	Data
School name	Grange Academy
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	84 (47% of cohort)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026 -29
Date this statement was published	15/09/2026
Date on which it will be reviewed	September 27
Statement authorised by	Rachel Timms
Pupil premium lead	Angie Morris
Governor	Lee Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,000 tbc as more children joining
Pupil premium funding carried forward from previous years.	Nil
Total	£80,000

Part A: Statement of intent

At Grange Academy, we use Pupil Premium funding to achieve positive outcomes for our disadvantaged pupils. All our pupils have special educational needs; therefore, socio-economic disadvantage is not always their primary challenge. Although we see some minor variance in outcomes for disadvantaged pupils, as a result of bespoke and effective support, progress made by this group is at least in line with their peers: our use of funding aims to sustain and develop this.

Support is focussed on:

- Developing aspiration
- Academic attainment
- Communication
- Well-being and mental health
- Progression to further education
- Employability
- Independence
- Life skills
- Social opportunities
- Life experiences
- Emotional regulation

The heart of our approach is a commitment to high-quality teaching, which has a transformational impact on pupils, enabling them to achieve and thrive. Spending is focussed on areas that disadvantaged pupils require most: targeted support based on accurate diagnostic assessment of strengths and needs, and helping pupils to access a meaningful, broad and balanced curriculum. This will ensure that they reach their full potential.

Although our strategy is focused on the needs of disadvantaged pupils, it will also benefit all pupils where funding is spent on whole-school approaches, such as high-quality teaching. Therefore, our intention is that outcomes for non-disadvantaged pupils will also be improved.

Our strategy is driven by pupils' own views, alongside analysis of their strengths and needs, based on accurate assessment and knowledge of them, not assumptions. This ensures the maximum impact of spending on the outcomes for each child.

In line with the 3-tiered approach in Education Endowment Fund's Pupil Premium guide [Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation](#), activities focus primarily on:

- developing high-quality teaching, for example through professional development and recruitment and retention
- providing targeted academic support, such as one-to-one or small group tuition
- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

As such all our strategies are linked with these areas.

Teaching and learning: We provide an inspiring school experience. Quality first teaching and interventions are rigorously focussed on closing identified gaps for our pupils. Our curriculum is thoughtfully designed to give our pupils strong preparation for the knowledge, skills and confidence that they need to take advantage of opportunities,

responsibilities and experiences of life. Pupil Premium funding contributes to ensuring that staff are fully skilled, since specialist staff are the key to exceptional learning. Money is also spent to ensure that experiential learning is strong, and pupils are actively involved to develop their recall and other executive functioning skills, long-term knowledge and skill development within a real-life context. Pupils are keen to gain vocational qualifications: funding is therefore targeted to providing specialist animal care teaching staff this year.

Non-academic barriers: We aim to build the well-being and cultural capital of all our pupils to allow them to be successful, ensuring that disadvantaged students access the same opportunities as their non-disadvantaged peers. This cultural capital is nurtured to help pupils develop the knowledge and life skills they need to have a positive impact on themselves and their wider community, in 'real life scenarios'. We also focus spending around supporting family engagement, by supporting parenting skills, for example around online safety, cooking and growing, attendance, well-being or developing independence. Accessing early well-being and mental health support is a crucial area according to our trend analysis and pupil feedback; money is therefore targeted in this area in 26/27.

Our strategies embody the EEF advice

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

All strategies are evaluated for impact at least half termly.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that our cohort of disadvantaged pupils make broadly the same or better progress than their peers. As a result of support, more Pupil Premium eligible pupils make 'better than expected progress' than their non disadvantaged peers in reading, writing and maths. This indicates the effectiveness of support, so strategies will continue. As our pupils have individual special needs, progress expectations are personalised. We focus on ensuring that all pupils achieve their own aspirational targets. Due to their cognitive profiles, many pupils struggle to recall previous learning. This often results in reduced self-esteem. These are two significant barriers to learning. Challenge 1 is to ensure that all disadvantaged pupils make exceptional progress from their starting points and achieve a range of meaningful qualifications, particularly vocational qualifications linked to careers.
2	Our assessments, observations and discussions with pupils show they have fewer out-of-school experiences which build their cultural capital and opportunities to apply skills in real life situations. This inhibits their vocabulary, understanding of the world and ability to positively impact their community.

	As many pupils travel to school via taxis, this reduces the access to after school clubs; limited cultural capital is a barrier to learning. Challenge 2 is to ensure that all disadvantaged pupils are provided with opportunities which increase their life experiences, build their cultural capital, support their well-being and give them opportunities to apply skills within real life situations. This will impact their own lives and enable them to lead positive change in their community, connect and communicate with others.
3	Attendance and lateness prevent a small number of our disadvantaged pupils from achieving as well as they should, because they miss out on key activities and building blocks of the curriculum. The Pupil Premium eligible group had attendance of 92% in 25/26 compared to the cohort (who achieved 93%). Challenge 3 is to ensure that all disadvantaged pupils are motivated and supported to achieve at least 96% attendance and punctuality.
4	Our assessments, observations and interactions with families show that financial worries, as living costs increase, have a significant impact on life experiences and outcomes, findings which are backed up by national studies such as Cost-of-living report: impacts on children and young people Barnardo's. This particularly impacts life skills and community access. Challenge 4 is to ensure all disadvantaged pupils are supported to develop key life skills such as financial literacy, sustainability skills, confidence using public transport, accessing the community, self-care skills and keeping safe; and that no pupil misses out for financial reasons.
5	Oral language skills and communication are an area of challenge for many of our disadvantaged pupils (linked to their SEND needs) and this is further impacted by infrequent personal reading/listening to high-quality children's literature at home (for a variety of reasons). Challenge 5 is to ensure that all disadvantaged pupils can access high quality material and experiences which develop their oracy language skills.
6	Some disadvantaged children have social and emotional barriers to learning. They find it difficult to demonstrate resilience, self-regulate and persevere, so require additional support to develop and refine these skills. We are particularly focussing on sustaining pupils' access to timely wellbeing and mental health support. Challenge 6 is to ensure all disadvantaged pupils have access to a range of mental health and well-being support which enables them to engage positively and develop increasing resilience: this includes quality first teaching, forest school, animal experiences and personalised well-being support packages. A further challenge is ensuring that every child can access well-being support time with an adult when they need it.
7	Our observations and discussions with families show that some of our disadvantaged pupils experience less family support than their peers. This can be for a variety of reasons including family confidence, health, or difficulties engaging. Challenge 7 is to ensure that all families feel supported to engage and empowered to support their children.

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
The progress of disadvantaged pupils is strong across the school as a result of precise adaptation.	• Progress from starting points will be strong for all disadvantaged pupils (based on aspirant targets). • Pupil work, test scores and feedback will show deep recall of key knowledge and skills. • All disadvantaged pupils will leave with a range of qualifications linked to their future career aspirations and personal profiles.
All pupils will have opportunities to be meaningful change makers, leading within our local community and internationally.	• Pupils will take a lead for implementing projects within classes, alongside wider community events. • Pupils will demonstrate the impact of changes they have led to improve our community. • Pupils will feedback that their own confidence and interaction skills have improved, which will be observed by staff and families.
The quality of curriculum and learning experiences is consistently strong; evidence shows a positive impact on pupils' progress, cultural capital and their ability to apply skills to real life situations.	• The curriculum is strong; content and adaptations are precisely matched to pupil needs, reflecting the belief that the best learning allows pupils to critically create new knowledge and act on it, rather than just being dependent on others (Groves, M and West Burnham J 2022 <i>So what now?</i> Woodbridge: John Catt). • Pupil leadership and ownership of learning is evident. • As a result, disadvantaged pupils will feedback and demonstrate strong progress across the curriculum. • 100% pupils (regardless of disadvantage) will take part in a range of experiences including visitor workshops, trips, farm experiences and opportunities to make a difference to their local community which will be reflected in their work. • 100% pupils will access a club/ event during the school year (school staff led and links will be made with local groups such as cadets, Boys' Brigade, Fun for Young people).
As a result of teaching linked to our schools' cultural context, pupils will demonstrate strong progress in financial and other life skills, positively impacting their local community and ensuring they are ready for adult life. Grange will support local families and projects as a community anchor.	• Pupils consistently demonstrate progress in their life skills, so they are ready to transition into post 16 placements (including our own sixth form) and live as self-sufficiently as possible. This will include practical self-care skills: making food, hygiene, using essential apps, travel training and financial awareness alongside skills for keeping safe, work experience and healthy relationships. • Pupils demonstrate their abilities to apply life skills as change makers in their school and beyond via the impact of the Share Shack and local community feedback around projects

	(Community Farm outreach, Allotments, Kempston Guild). Feedback from local community groups and families will indicate a positive impact.
All pupils will have access to quality support for mental health and wellbeing ensuring they are able to access the curriculum and flourish without any emotional barriers.	- Pupils will have timely access to the additional funded trained therapeutic staff and services (including occupational therapy) and feedback positive impact. - Pupils who generate a pink form around behaviour will have a reduction in the severity and frequency, because of bespoke support. - Family partnership will continue to increase, and their feedback will show positive impact at home alongside school. 'All children will get the right support at the right time'. - At least 25 families will access the family workshops and volunteering sessions.
Disadvantaged pupils feel exceptionally well prepared for education and career progression through mentoring, work experience and opportunity.	- Pupils will access an increasing range of high-quality external work experience and careers mentoring, alongside internal experience within out trust and at least 1 beyond school experience for each Year 10 and 11 pupils. - A range of professionals will come and run workshops; pupil feedback will evidence increased aspirations and greater opportunity. - We will increase external work placement opportunities from 10 to 15.
Improved attendance of disadvantaged students.	- In 25/26 the Pupil Premium eligible group had attendance of 92% compared to the cohort 93%. Our aim is that all pupils achieve at least 96%. - We intend to achieve this through a motivating school experience and personalised bespoke incentives.
Exceptional parental engagement	100% parents / carers will attend parent consultation updates in person or online/ phone call. 100% will attend at least one pupil led outreach event - Half termly support workshops will run with increasing attendance over the year led by our Inclusion team to overcome specific barriers such as pupils' home behaviour or anxiety, families attending will feedback positive outcomes and improved home experiences on 85% occasions. - Parents will attend support sessions offered: percentages accessing face to face and online sessions will increase by at least 25 families during the year. Parents will feedback increased confidence and strategies to support their children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £68,151.58

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Grange Community Farm Increase the farm team staff to increase outreach, allow increased teaching modules and provide extra well-being opportunities. Continue to increase provision. Pupils at all Trust schools will be able to access this facility.	Enabling pupils to interact with the animals both for well-being and to gain qualifications has demonstrated a significant impact on our pupil's engagement, motivation and self-regulation skills. This is evident in our pupils' feedback and qualifications gained. Two pupils left at Year 11 to pursue a career within this industry. Employing a farm outreach team enables community users to access the farm and allows us to also generate further income to make it sustainable. How Animals Enhance Emotional Development in Children - London School of Childcare Studies	1,2,5, 6,7	£60,000 staffing
ICT – laptops for accessing online learning	As part of preparation for the future pupils need to have the necessary IT skills including effective and safe use of AI and speech to text tools for oracy. Harnessing the potential of EdTech: a new review EEF Using Digital Technology to Improve Learning EEF	1,2,4, 5	£3151.58
Small group music lesson to support wellbeing, creativity and achieve qualifications. (IROCK) Invite orchestra and multicultural musicians in to support across the curriculum.	Many pupils have had reduced exposure to musical experiences but have expressed a desire for lessons. This is a key aspect of cultural capital. Several pupils have anxieties, and music is a way to overcome this. The EEF toolkit highlights that participating in a variety of arts can accelerate progress by 3 months at a moderate cost. Arts participation EEF educationendowmentfoundation.org.uk Music Education impacts positively on mental health, cognitive functioning and overall wellbeing (Ashraf and Mohanty 2023) Interdisciplinary Perspectives on Sustainable Development	2, 3, 6,	£5000

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

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Mental Health and well-being Support 2.5 qualified staff leading research-based mental health and well-being support, deployed both proactively and reactively in response to pupil needs. Enable Pupil Mental Health Champions to lead projects around well-being.	The EEF toolkit highlights that this approach has a moderate impact of +4 months' progress at a very low cost if staff are trained to deliver this effectively. Within our school the support shows a far greater impact than the national statistic and enables pupils to succeed in school and into further life. This year, money is targeted for fitness and social interaction based clubs. Positive mental health and well-being is a key determining factor for our pupils' success. Ensuring everyone can access highly trained staff and calming spaces is imperative and pupils say it allows them to access the wider curriculum and develop self-regulation skills. For those who need a higher level, having immediate access prevents an escalation. https://www.youngminds.org.uk/ Our approach reflects the principles of Whitaker, D (2021) <i>'The Kindness Principle: Making relational behaviour work in schools'</i> London: Independent Thinking Press London	6	£5,000 Conscious Fitness Clubs £500 pupil budget

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Offer a range of personalised opportunities to develop life skills: budgeting, banking, shopping, engaging in work experience, travel training, road safety.	Developing life skills is imperative. Many of our disadvantaged pupils are not able to access this beyond school. Accessing community-based work experience placements is challenging at present, although we now access a widening range, so creating real life experiences to prepare pupils for adult life is crucial and makes a difference. Life skills and enrichment EEF (educationendowmentfoundation.org.uk) Independent Travel Training is likely to enhance pupils' social and employment opportunities: Travel Training for Autistic People (verywellhealth.com)	1, 2, 4,	£500
Provide healthy snacks Complete the Food for life Gold award, illustrating the impact of healthy lifestyles.	Many pupils have limited understanding of a healthy lifestyle, this can have a negative impact on their mood, their ability to concentrate in lessons and their overall progress. Many of our disadvantaged pupils face financial difficulties, although they have a free lunch, many also need the provision of breakfast and snacks. Maslow's Hierarchy of Needs in Education - Education Library	4, 6	£1500 (£50 per class)
Trips and visitors	To enhance our curriculum we subsidise (and seek grants) for a number of trips and visitors. This gives pupils life experiences which increase their confidence and vocabulary. They are then encouraged to apply this to their academic work. Module 1: Impact and value of school trips Curious Minds	1,2,3,4,5,6	£1200
Provide a set of rewards to improve the attendance of disadvantaged pupils.	Our attendance leader ensures that the large majority of our pupils have good attendance. EEF research shows that poor attendance impacts on achievement and increases the likelihood of pupils being involved in violence, crime and being marginalised so we seek to prevent this. Many of our actions will ensure that pupils are engaged and wanting to come to school. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	3, 6, 7	£300

Total budgeted cost: £77,151.15. leaving a contingency of **£2848.85** *This contingency may be needed to cover COJO is we do not receive sufficient in the new Sports Partnership funding.*

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.

Aims and impact: 25/26

1) The progress of disadvantaged pupils remains exceptional. *Aim met*

Impact of strategies: Data indicates that disadvantaged pupils progressed well and were broadly in line or exceeded peers, particularly in terms of making greater than expected progress.

Pupils making expected or better progress 25 26		
	Disadvantaged	Non-Disadvantaged
Reading	94%	94%
Writing	96%	89%
Maths	96%	96%

Pupils making better than expected progress		
	Disadvantaged	Non-Disadvantaged
Reading	27%	25%
Writing	28%	20%
Maths	13%	5%

2) All pupils will have opportunities to be meaningful change makers, leading 'green theme projects' within our local community and internationally. *Aim met*

Impact of strategies: Pupils have participated in a range of sustainability-based projects including food share, creating and locating bat and bird boxes around the locality, developing our farm, growing and cooking food and selling produce on the local market. As a result, they can explain the improvements they have created for our community. They have shared these confidently with local officials such as MPS. They have also led outreach projects linked to these for local community groups such as Kempston Guild (a group for older locals) who said, 'pupils are polite, knowledgeable about the animals and planet, we love coming'.

3) The quality of curriculum and learning experiences is generally strong; evidence shows a positive impact on pupils' progress, cultural capital and their ability to apply skills to real life situations. *Aim met*

Impact of strategies: Training around the following areas mean they are a strength of the school; curriculum design, Adverse Childhood Experiences (ACES), Autism, Embedding Talk for Writing, Phonics and Vipers CPD, Mastery Maths. Strong practice in these areas combined with intensive curriculum development have impacted progress evidenced in EHCP reviews, feedback and pupil work.

- Pupils led x6 café events and half termly outreach events for the local community such as a war time tea dance for local care home residents. They undertook all aspects of planning, entertaining and serving, evaluating their service.
- 18 pupils led farm experience open days for the community.
- 100% pupils accessed careers fayres (including those in Birmingham, whereas in 23/24 only 6 were confident enough to go).
- Debit cards are now in place.

As a result, pupils are demonstrating core communication and life skills (and meeting EHCP targets).

4) As a result of teaching linked to our schools' cultural context, pupils will demonstrate exceptional progress in financial and other life skills, positively impacting their local community and ensuring they are ready for adult life. Grange will support local families and projects as a community anchor. Aim met

Impact of strategies:

- Pupils now access regular sessions with the Job Centre plus advisors.
- Pupil Curriculum leaders created a banking project and invited various banks to speak to them, they asked staff to increase financial literacy teaching and acquire debit cards for learning. This has been actioned.
- 102 Pupils engaged in enterprise projects and raised £1600, used to support charities and fund experiences/ resources for the school.
- Our horticulture options group worked to develop a garden area for a local care home, increasing the residents' pleasure. Grange Growers developed an allotment and shared food with our families.

5) All pupils will have access to quality support for mental health and wellbeing ensuring they are able to access the curriculum and flourish without any emotional barriers. Aim met

Impact of strategies:

- Pupil feedback consistently highlighted the difference the support made to them. Over the year 135 pupils accessed regular slots of support, 64 of whom were pupil premium eligible. The impact of all support was tracked and led to positive outcomes in all cases: increased attendance, reduced anxiety and more willingness to engage proactively in all areas of the curriculum.
- Pupils fed back that they valued the opportunities to talk with a trusted adult. Having ringfenced time to deal with issues allowed them to focus on learning when they are in lessons. Families have also reported that these sessions have helped to reduce incidents at home.

6) Profile of reading for pleasure will be high with a focus on equipping children with higher level comprehension skills, positively impacting outcomes. Aim met

Impact of strategies:

- Reading data shows strong progress and pupils are proactive choices about texts they wish to read. A pupil joined the school not able to read CVC words in Year 8 but left in Year 11 as an adult reader with GCSE grade 2 in English.
- 21% pupils made over 1 year's progress in reading with significant cognitive needs. 5% made over 2 years' progress.

Disadvantaged pupils feel exceptionally well prepared for education and career progression through mentoring, work experience and opportunity. *Aim met*

Impact:

- 100% pupils engaged in careers advice, attended workshops and some form of work experience (if due to SEND needs, they were not confident to access companies it was arranged internally within school). Six new external placements are now in place linked to pupil aspirations. Our next aim is to continue to generate more external work opportunities which were very difficult to procure this year. 24/25 10 external placements were available, and pupils received extremely positive feedback including suggestions of future job offers.
- 100% Year 10 and 11 pupils could site a realistic aspiration for a career and knew what qualifications they needed, and where they could work.

Improved attendance of disadvantaged students. *Aim met for targeted individuals but remains and ongoing goal.*

Impact of strategies:

- Disadvantaged pupils achieved attendance of 92% compared to 93% attendance for non-disadvantaged. It is worth noting that this related to 15 pupils, all of whom had robust support packages in place and all improved as the year went on.

Exceptional parental engagement. *Aim met for targeted families but an ongoing goal*

Impact of strategies:

- All except one family engaged with recent parent consultations and 100% families have regular updates. 99% parents said they would recommend Grange to other parents.

Impact in the following specific areas of spending:

- **Eco schools** – This curriculum raised awareness of climate issues, empowered pupils to debate views and gave them opportunities to take action to improve their local environment. This has indirectly had a positive impact on behaviour – developing teamwork and leadership skills and communication. Individual pupils led Eco Club and had specific advocacy roles which prepared them for next stages including college. It supported them to grow confidence, for example one child then became active at community events. As a result, the school achieved the Eco School's Green Flag for the fifth year running (this time with distinction) and is on track to achieve the Platinum award.
- **Healthy snacks:** Not many pupils have participated in breakfast club however, the snack at break times and provision of breakfast in the classrooms has been popular. It has aided concentration and enabled pupils to learn because they are not hungry. As such this provision moved into class-based activities not a club so 100% pupils needing it have immediate access. For those pupils accessing breakfast club, bespoke support has empowered confidence and resilience. Three pupils who found separating from key adults difficult now start the day with minimal anxiety.

- **Peer Anti bullying and SOTO Champions:** 20 pupils have not only developed leadership skills but been able to support their peers in class and also younger peers on the playground. This has helped boost confidence, developed leadership skills and communication skills. Pupil feedback has been positive so this will continue with a specific training package. SOTO ambassadors took part in a national programme around climate change and said they feel really good about this. 70% involved were eligible for pupil premium.
- **Clubs and extra activities:** 100% pupils have been exposed to a range of subjects and learning opportunities that develop cultural capital, character and aspiration. This has included on site camp outs, access to a range of after school clubs, and enrichment sessions (workshops, guest speakers, days out etc). Clubs are all fully subscribed, and places (and transport) funded for those needing it.
- **Pupil parliament budget:** Pupils have taken responsibility for a school project, empowered to seek their peer's views then make changes to their school environment. This has boosted confidence and self-esteem as all suggestions were implemented (see Headteacher letter). This year focused on the school environment and improving areas they identified. Pupils requested a swing which will be installed early in the autumn term.
- **Playground equipment:** As a result of new equipment, pupils have been able to access resources that develop their gross motor skills, social skills and self-regulation which has meant that they have been able to achieve their EHCP targets and are calmer to focus on more formal learning. Items purchased were as a result of pupil feedback on learning walks and surveys.

Further information

Additional activity

Our pupil premium strategy will be supplemented by:

- Working in partnership with local FE providers and alternate provisions to provide opportunities such as taster courses, link programmes and mentoring to enable young people to familiarise themselves with the college or post 16 environment and gain some experience of life and study once they leave.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.
- Linking with local charities and farms to support access to day trips such as the zoo or theatre, plus longer-term projects around our farm and allotments.

Planning, implementation and evaluation

When planning our new pupil premium strategy, we

- spoke to staff and pupils about what they need and would like
- evaluated the impact of previous spending to inform current strategy.
- used the EEF's research to look at the performance of disadvantaged pupils in school like ours
- contacted schools with positive outcomes for disadvantaged pupils to learn from their approach.
- analysed reports, studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.
- learnt from a number of studies regarding the impact of the barriers on disadvantaged learners and how to overcome these.

As such we are confident that our planned strategies are founded upon effective practice and research.

In addition to the Pupil Premium funded activity outlined above, we have aspirational expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also highlighted the importance of supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.