

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	Maplewell Hall School
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	32.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 - 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	<i>Kasia Glinka</i> , Associate Headteacher (Teaching & Learning)
Pupil premium lead	<i>Charlotte Greenhill</i> , Pupil Premium Co-ordinator and Head of Mathematics
Governor / Trustee lead	<i>David Bates</i> , Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£278,256

Part A: Pupil premium strategy plan

Statement of intent

At Maplewell Hall School, we have applied the well-recognised research of The Education Endowment Foundation (EEF) and our knowledge and experience of pupils with a range of needs such as Communication & Interaction and Cognition & Learning to create a package of approaches aimed at boosting the progress and achievement of all our pupils. The strategies we have explored and implemented across a wide range of approaches and have been used creatively to meet the needs of each individual.

It is our intention that all pupils, irrespective of their background or the challenges they face, make outstanding progress and achieve high attainment across the curriculum relative to their individual starting points. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by disadvantaged pupils, keeping in mind all pupils in our school have an EHCP and have additional barriers to learning. This means a number of our pupils may experience disadvantage from multiple perspectives.

High-quality teaching is our primary focus; beginning with a robust and coherent curriculum which is broad and bespoke to our setting. This is proven to have the greatest impact on closing the disadvantage attainment gap. Together with purposeful in-school strategies to support pupils with their additional needs, communication, behavior, attendance, and resilience; it is our aim that all pupils, including those facing disadvantages, make outstanding progress.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, and other personal barriers that have led to them having gaps in their own education journeys. This will include, but is not limited to making use of Teaching Assistant intervention to close gaps without interrupting core lesson times.

Our approach will consider and apply the well-recognised research from the Education Endowment Foundation (EEF) in order to ensure our funding is applied effectively to support evidence-based best practice in all areas.

Challenges

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

Challenge number	Detail of challenge
1	<p>A number of disadvantaged pupils have reading ages below their chronological age, limiting their access to a broad curriculum and nationally recognised qualifications.</p> <p>Data shows that 81.8% of our pupils have reading ages below their chronological ages (measured November 2025); due to the disadvantages of their learning and cognition needs and, in a number of cases exaggerated by the disadvantages associated with being in receipt of pupil premium funding. For example, the average reading age of all pupils joining us at the start of year 7 is 8 years and 3 months (8:03); almost 3 years below their chronological reading age. This is very similar when looking at the reading age of pupils in receipt of the pupil premium funding; with an average reading age at the start of year 7 of 9 years and 4 months (9:04), demonstrating that all pupils will benefit from an overall improvement to reading and comprehension.</p>
2	<p>A number of disadvantaged pupils do not show high levels of engagement and resilience in all subjects and therefore do not achieve to their full potential as they progress through the school. Our observations show that a number of disadvantaged pupils, particularly lower-attaining pupils, lack awareness of their metacognition and henceforth do not have strategies for independent learning, monitoring of their work and evaluating their answers.</p>
3	<p>Our observations show a number of pupils lack an understanding of work/careers and employability including the identification of pathways and next steps (e.g. college, apprenticeships, university), including a number of pupils with a lack of parental engagement / support specifically in this area.</p>
4	<p>A number of pupils have difficulties with social communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Capacity to access social aspects of school life may require additional support.</p>
5	<p>A number of pupils have additional needs outside of their cognition and learning needs (e.g., sensory). Our observations have identified that environments can over/under stimulate, at times, heightening anxieties and stress.</p>
6	<p>Our observations have identified a number of our pupils have low self-esteem, inconsistent motivation and fixed mind-sets may result in misleading outcomes and poor behaviour in lessons.</p> <p>Behaviour data shows that teachers continue to record behaviour concerns (across waves 1, 2 and 3) and seek support with low-level and challenging behaviour in lessons. The number of recorded incidents for pupils in receipt of the pupil premium funding makes up 19.7% of all recorded incidents (lower than the 32.4% of the cohort in receipt of the funding) with 3.6% of those being recorded for children in care (4.0% of pupils are children in care).</p>

7	A number of students have a lack of cultural capital, which can inhibit pupils' understanding of the curriculum content and the wider world.
8	A number of disadvantaged families do not engage with school and need support in how to be involved in their child's schooling. Data shows that pupils in receipt of the pupil premium funding on average have attendance to school of 89.1% (Autumn 2025) which is consistent with the previous three terms. The school as a whole, by comparison, have average attendance of 91.5% which in turn is below our 95% target.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading comprehension among disadvantaged pupils.	Improved reading ages compared to chronological ages; closing the gap to ensure all pupils are able to access nationally recognised qualifications. Reading tests demonstrate an improvement in reading and comprehension amongst disadvantaged pupils. Teachers are able to observe improvements in pupils' reading and comprehension skills from their engagement in lessons. Breaking down barriers stemming from a difficulty in reading that prevents some pupils reading for pleasure. Reading for pleasure is encouraged in school and at home.
Improved awareness of metacognition and development of independent study skills.	Through high-quality teaching, clear models are demonstrated by teachers and through probing questioning pupils develop an understanding of the knowledge or skills being taught. Pupils will be able to replicate models, with understanding at every stage and be able to identify where they do not have full understanding so that they may seek help. Identified pupils are regularly receiving support in the content covered in the curriculum, alongside strategies to develop them as independent thinkers. Pupils become resilient to challenges, and are able to self-regulate their learning through monitoring and evaluation. Academic curriculum gives opportunity for independent study, including homework. Marking and feedback policies encourage improvements to be made to work with the view that this promotes positive growth mindset.
All pupils into employment and living independently, where possible.	Academic curriculum supports the development of skills for independent living and follow pathways that lead to further education and employment. Quality and pro-active pathways and careers advice for all students, involving parents/carers in pupils' education/careers journey.
All pupils receive support to develop social communication skills where required.	COMPASS support available to all pupils requiring intervention. Continued Social & Communication sessions with S< as required as well as Peer Mentoring Programme.
Sensory, mental, and physical care needs are met in	Learning environments free of clutter and distractions. Sensory objects available. Support staff deployed in lessons. Consistent use of Zones of Regulation boards in classrooms and Task Boards in lessons.

order for pupils to access learning.	
Pupils are resilient and engage well in their learning.	Needs are identified early and pupils receive the support they need in a prompt and timely manner. Consistent application of the behaviour policy across the school showing clear expectations, reducing low-level disruption, and increasing engagement.
The curriculum is broad, builds confidence and reflects local context.	The curriculum is broad and relevant to pupils. It offers a wide range of knowledge and provides experiences through practice and trips. It allows pupils to understand their role in the wider world, develop them as well-rounded individuals who have big aspirations for their life and employment after school.
Increased parental engagement and communication.	To see an increase the attendance at parents' evenings and other parent/carer events (both online and in-person) particularly for families who are disadvantaged. To work closely with parents/carers, recognising interventions that have the most impact.

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: **£16,500** (including CPD and Recruitment and Retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the progress and attainment of all disadvantaged pupils and narrow the gap through high-quality teaching and learning:</p> <ul style="list-style-type: none"> ➤ Teaching and Learning non-negotiables consistently applied (Rosenshine’s Principles of Instructional and Teaching standards). ➤ Whole school Mastery Teaching approach; content broken down into small steps delivered through a bespoke curriculum which allows time for pupils to master the objectives. ➤ Implementation of effective Retrieval Practice across the school. ➤ Improved use of formative and summative assessment through questioning, low-stakes knowledge checks and unit assessments. ➤ Regular in-house staff CPD lead by Teaching and Learning leads. ➤ Quality assurance across the school, including curriculum reviews, learning walks, book checks, and data analysis with provision put in place for underperforming pupils. 	<p>The EEF Teaching & Learning Toolkit suggests that Mastery Teaching is a low-cost, high-impact strategy to improve learning and outcomes. When applied effectively through high-quality teaching of small steps, clear modelling and instruction, and adequate learning time given, Mastery Teaching can have an added impact of up to 5 months. This impact can be lower at Secondary ages but higher in subjects such as Mathematics and Science.</p> <p>Mastery Teaching EEF</p> <p><u>Evidence: Quality assurance – learning walks, book checks, data analysis, curriculum reviews.</u></p>	<p>1, 2, 3, 6, 7</p>
<p>Numeracy embedded across the curriculum:</p> <ul style="list-style-type: none"> ➤ Dedicated time given across whole-school during registration periods to complete prescribed numeracy activities developed by the Head of Mathematics. ➤ Methods and Modelling handbook created by the maths department across the school to ensure consistency of teaching mathematical methods across disciplines. ➤ Use of virtual learning environments to enhance children’s engagement for example Sparx Maths. ➤ Explicit links made throughout the curriculum. ➤ LSAs training “Supporting in the Classroom” to deliver numeracy in tutor times. ➤ Use bespoke numeracy booklets in tutor time to increase ease of recall and confidence building. ➤ Promoting the use of analogue clocks and wall calendars in tutor rooms. 	<p>The EEF Teaching & Learning Toolkit suggests that Individualised Instruction is a low-cost moderate-impact strategy for improving performance and outcomes. Our Numeracy curriculum allows for different tasks to be given to support the attainment levels of each learner. Staff support pupils on an individual basis in the classroom rather than delivering the session in the structure of a formal level. This allows for individualised support. When applied effectively, with support staff to assist in monitoring individual learners, Individualised Instruction can have an added impact of up to 4 months with higher impacts seen in secondary schools. There is also some merit to a</p>	<p>2, 3</p>

<ul style="list-style-type: none"> ➤ Incorporating compulsory retrieval practice in the maths curriculum across the school. 	<p>small group approach when working with pupils of similar levels together. A number of studies indicate that teaching assistants can support individualised approaches effectively.</p> <p>Individualised Instruction EEF Evidence: Learning walks/lesson visits, data/numeracy tracker, sampling of numeracy booklets, discussions with pupils and their work/booklets, staff feedback on CPD “Supporting in the Classroom”.</p>	
<p>The provision for reading across the school enables all pupils to use a broad and rich vocabulary, read fluently, or utilise taught strategies, and can use subject specific language:</p> <ul style="list-style-type: none"> ➤ Bespoke reading curriculum designed by the English Department, with support from subject leads across the curriculum. ➤ Specific time given in the school day for ‘Reading’ sessions for all pupils across both sites. ➤ Phonics based programme to improve decoding and fluency. KS3 phonics scheme to engage older learners that do not have basic early reading skills. (Little Wandle: CODE). ➤ DIPT - Intervention for pupils with reading age below 6 years old. ➤ Continued resourcing of the library, alongside book fair every year to buy more books ➤ Assemblies used to promote reading for pleasure. ➤ Staff CPD offered regularly, in conjunction with online reading classroom. ➤ Work with the National Literacy Trust. ➤ Use online platforms such as Sparx Reader. ➤ ‘Word of the week’ used to develop disciplinary literacy. ➤ Literacy displays across the school. ➤ Use of key terminology on display boards and within lessons. ➤ Explicit Vocabulary Instruction as a Whole-School Literacy Strategy. Tier 2 and Tier 3 vocabulary included in all curriculum planning. ➤ Raising the profile of reading at home – monthly literacy bulletin, and Sparx Reader leaderboard in newsletter. 	<p>Regular reading is an integral element of pupil progress and closing the gap at Maplewell.</p> <p>The EEF Teaching & Learning Toolkit suggests that Reading Comprehension Strategies is a low-cost, high-impact strategy that can have an added impact of 6 months. Learners will learn a range of techniques to improve their understanding of written text. Reading Comprehension Strategies alongside Phonics are crucial to improving reading instruction. Strategies are as effective across the secondary ages as primary.</p> <p>Reading Comprehension Strategies EEF Phonics EEF Evidence: Curriculum reviews, learning walks, books checks, data/regular reading tests.</p>	<p>1, 2, 3, 4, 6, 7</p>
<p>Assessment and Feedback across the school:</p> <ul style="list-style-type: none"> ➤ Low-stakes assessment to be developed around the curriculum in order to support summative assessment. Use of diagnostic assessment to close the gap and address any misconceptions. ➤ All teaching staff create and utilise mark books on Go4Schools- Heads of department support with these and evaluate the data accordingly. ➤ To ensure all Heads of Department feel confident in using and implementing the system. 	<p>The EEF Teaching & Learning Toolkit suggests that Feedback is a low-cost, high-impact strategy that has been extensively researched. When used effectively it can have an added impact of up to 6 months. Feedback is effective across all subjects in the curriculum. Feedback should be individualised and relevant to each pupils’ learning goals or outcomes. Feedback should in turn encourage pupils to think about their own</p>	<p>2, 6</p>

<ul style="list-style-type: none"> ➤ Use of whole school CPD to upskill middle leaders who then cascade to all teaching staff. All teaching staff have been trained on the use of low-stake assessment, with a particular focus on Knowledge Checks. ➤ Assessments designed with our pupils in mind, allowing for accessibility for all. ➤ Assessment, Marking and Feedback policies rewritten, ownership given over to departments to ensure their policy is subject specific. ➤ Improved metacognition, pupils developing independence in their learning journey by reading and responding to feedback, through self-monitoring and self-evaluation of learning. 	<p>learning more explicitly as they explore strategies to self-monitor and self-evaluate. Specific intervention exploring these skills can be largely beneficial. The EEF Teaching & Learning Toolkit suggests that Metacognition & Self-Regulation is a low-cost, high-impact strategy which when applied effectively can have an added impact of up to 7 months. Pupils should explore “learning how to learn” and will need to show a willingness to do so. For the greatest impact; strategies should be taught explicitly as well as embedded into the delivery of the curriculum.</p> <p>Feedback EEF Metacognition & Self-Regulation EEF Evidence: book checks (including assessment folders, coursework etc.), data in mark books.</p>	
<p>Whole school homework calendar:</p> <ul style="list-style-type: none"> ➤ Homework calendar implemented to support the learning within core subjects. Core subjects set weekly for all key stages. ➤ Opportunities for homework in Foundation and Options subjects to extend thinking and promote independent study. ➤ Unifying core subject homework to one platform – Sparx Education for Sparx Maths, Sparx Reader and Sparx Science. ➤ Expanding to Doodle Maths (and Tables), Doodle English (and Spell) for Pathway C. ➤ Lunchtime clubs available to all pupils to support with homework / accessing a device. ➤ Communication with parents/carers about homework from SLT at the beginning of the year. 	<p>The EEF Teaching & Learning Toolkit suggests that Homework is a low-cost, high-impact strategy that when used effectively can have an added impact of 5 months. Research shows that homework has equally positive impact across subjects and typically have a greater impact when involving digital technology.</p> <p>Homework EEF Evidence: Online platforms, homework books, Weduc communications, mark books (where applicable).</p>	<p>1, 2, 3, 6, 7, 8</p>
<p>To improve access to the curriculum through a meaningful learning environment which support pupils individual learning needs:</p> <ul style="list-style-type: none"> ➤ All subject areas have bespoke curriculum planning to meet the need of all pupils. ➤ Core subject TAs deployed in classrooms to support the learning. ➤ Purposeful learning environment to promote effective learning (in line with Autism accreditation) ➤ Classrooms are well resourced, with all equipment available for pupils to use. ➤ Additional laptops purchased to enable pupils continued access to learning through Google Classroom lessons in the event of absence or school closures. ➤ Use of additional online platforms such Sparx Education and Doodle Learning. 		<p>1, 2, 4, 5, 6, 7</p>

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

Budgeted cost: **£256,856** (being 66% of relevant COMPASS team members)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued academic success and progress in core subjects by ensuring disadvantaged pupils have access to relevant support:</p> <ul style="list-style-type: none"> ➤ Continue the provision of after school tuition with particular focus on core subjects. Extended via the new Academic Support Program with both in-school and online after-school sessions for pupils in year 11. ➤ Create explicit links between what is being taught in class with tuition sessions through effective liaising between staff. ➤ Utilise online platforms such as Google Classroom to facilitate learning beyond the classroom. 	<p>After quality first teaching and utilising a combination of national research and evidence in school, we believe that after school tuition continues to be the most effective strategy to increase attainment in the core subjects for disadvantaged pupils. The EEF Teaching & Learning Toolkit suggest that Extending School Time can have an added impact of up to 3 months when used effectively, and Small Group Tuition may have an added impact of up to 4 months progress. Alongside this, we also offer Teaching Assistant Interventions during the school day; which is shown to have an added impact of up to 4 months.</p> <p>Extending School Time EEF Small Group Tuition EEF Teaching Assistant Interventions EEF</p> <p><u>Evidence:</u> Tuition attendance record / tracker, learning walks, academic progress data, tuition timetable.</p>	<p>1, 2, 6, 7, 8</p>
<p>To ensure all disadvantaged pupils have high life aspirations and a wide range of extracurricular activities available to them to support progress and enrich their lives:</p> <ul style="list-style-type: none"> ➤ Pastoral in school work based around improving and maintaining Disadvantaged engagement and aspirations. ➤ Funding towards uniform / sports kit. ➤ Funding towards stationary & revision materials, technology and food costs. ➤ Funding toward school trips, enrichments. ➤ LAC Mentor to completely focus on the wellbeing and academic progress of pupils who are LAC. Link between home and school. ➤ After-school club activities available to pupils Swimming, Scouts, Gaming, Sports, Dance. 	<p>The EEF Teaching & Learning Toolkit suggest that Extending School Time can have an added impact of up to 3 months when used effectively; such as with Extra School Clun providing a range on enriching activities for our pupils.</p> <p>Extending School Time EEF</p> <p><u>Evidence:</u> Tracking of attendance at ASC, extra-curricular activities, and uptake on trips.</p>	<p>2, 3, 6, 7</p>

<ul style="list-style-type: none"> ➤ Additional extra-curricular activities include music lessons and golf. ➤ Introducing Enrichment sessions in KS5 curriculum 		
<p>All disadvantaged pupils in year 11 and Post-16 receive coaching and careers advice:</p> <ul style="list-style-type: none"> ➤ Improved communication between year 11 tutors, the Careers Co-ordinator and the Head of Preparation for Adulthood (P4A) to ensure pupils receive joined-up advice and guidance. ➤ All pupils throughout the school will receive work-related learning. ➤ All pupils will have a careers meeting. ➤ All pupils in years 11-14 are offered annual career guidance meetings with a registered career development professional. ➤ All pupils and parents can book careers guidance at meet the tutor and parents' evenings. ➤ Employment and education pathways are embedded in annual review discussions through Preparation for Adulthood at all annual reviews from year 7. ➤ All pupils have a pre-annual review 1-1 meeting with annual review facilitator to update the single page profile and identify future plans. 	<p>We aim to get all pupils, including disadvantaged pupils, into employment and living independently, where possible. For a number of our disadvantaged pupils, this requires one-to-one support alongside participation in a robust P4A curriculum. Whilst the EEF Teaching & Learning Toolkit suggests unclear impact due to insufficient evidence for Aspiration Interventions, for our pupils it is paramount that they have the opportunity to discuss their goals, education beyond year 11 and their plans for the future.</p> <p>Aspiration Interventions EEF Evidence: record of attendance and notes of conversations at careers meetings, attendance at careers fairs and assemblies, curriculum reviews for P4A, learning walks and work checks for P4A.</p>	<p>2, 3, 4, 7</p>
<p>Targeted pupils in can utilise phonics to decode words:</p> <ul style="list-style-type: none"> ➤ Pupils with reading ages below 5 receive DIPT sessions alongside the targeted phonics intervention (all year groups). ➤ Appointing a phonics lead (Kate I.). ➤ Appointing a DIPT lead – (Michelle H.) ➤ Staff training for DIPT and phonics and whole-school approach – everybody using phonics across all classrooms. ➤ Access to accredited reading recovery programmes. ➤ Development of whole school oracy programme. ➤ All staff teach reading/decoding- training required. ➤ Learning for Life pathway follow a phonics-based curriculum for daily reading session. ➤ Phonics based programme to improve decoding and fluency. KS3 phonics scheme to engage older learners that do not have basic early reading skills. (Little Wandle: CODE). Additionally, working with a SEND focus group to look at how to adapt this to suit older learners with additional communication needs. 	<p>The EEF Teaching & Learning Toolkit suggests that Phonics is a low-cost, high-impact strategy that can have an added impact of 5 months when taught explicitly and systematically to allow pupils to make connections between words and sounds.</p> <p>Phonics EEF Evidence: Monitoring of reading ages.</p>	<p>1, 2, 4</p>

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

Budgeted cost: **£4,900** (being 10% of budgeted transport costs) and budgeted behaviour and wellbeing costs included in above section for Compass team

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to keep the status of attendance high:</p> <ul style="list-style-type: none"> ➤ Pastoral Team (COMPASS) focus on removing pupils' barriers for attendance; including but not limited to making home visits. ➤ Pastoral in-school work based around improving and maintaining the attendance of disadvantaged pupils. (Small groups, 1-to-1 meetings, monitoring). ➤ Home to school transport organised. ➤ Utilise the ideas of pupil voice to reward good and improving attendance. ➤ Communicate regularly with parents and pupils as per the attendance policy. ➤ Assembly about the importance of good attendance. ➤ Regular meetings between SLT (attendance), attendance data tracked and concerns identified. Use of blue to red attendance letter system. ➤ Attendance action plans put in place on an individual pupil basis. 	<p>Attendance at school is important for pupils' attainment, wellbeing and wider life chances. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Working Together to Improve Attendance DfE</p> <p>Evidence: Attendance data, action points from attendance review meetings have been completed in a timely manner, individual action plans, MyConcern recordings, engagement with parents on Weduc.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>
<p>Setting high expectations for behaviour and implementing strategies to support pupils with their conduct:</p> <ul style="list-style-type: none"> ➤ All staff training in Positive Behaviour Support (EDR) and Oracy (Language). ➤ Concerns are split between both sites so localised staff can be actioned to resolve concerns. <ul style="list-style-type: none"> • Wave 1 concerns are dealt with by the classroom teacher or member of staff present. Data is analysed to identify patterns. • Wave 2 concerns often result in reflection time actioned by the teacher. This can also be achieved through making use of the SLT lunch time reflection room. Concerns are analysed and triaged by the behaviour team and/or SLT. The concern may be triaged to compass, tutor, teacher, SLT, medical coordinator, or DSL. 	<p>The EEF Teaching & Learning Toolkit suggests that Behaviour Interventions are a low-cost, moderate-impact strategy that can have an added impact 4 months for effective implementation. Impact can be seen across the curriculum with slightly greater impact seen in Mathematics. Approaches focused on self-management have the greatest impact.</p> <p>Behaviour Interventions EEF</p> <p>Evidence: Concerns recorded and actioned on MyConcern, see event</p>	<p>2, 4, 6</p>

<ul style="list-style-type: none"> • Wave 3 concerns are data analysed by SLT (CH main site) and (JT/CP Post-16), looking for patterns in behaviour, investigating whether additional or alternative intervention is required. • Each SLT member oversees a year group. • Post 16 concerns are over seen by Assistant Heads at that site. They triage wave 2 concerns and deals with wave 3 concerns. <ul style="list-style-type: none"> ➤ Behaviour analysis enables collaboration between safeguarding, attendance, medical, pastoral intervention and progress. ➤ Refer to the appropriate arm of compass - Therapy (OT, SALT, EP, Art, Music, Counselling etc), medical, or behaviour ➤ Breakout rooms available for regulation. ➤ Variety of therapies or in-house intervention – Compass timetable, often behaviour is linked to another underlying cause or because of the needs. Majority of pupils will receive therapy of some kind each academic year. ➤ Compass classroom dedicated to pupils who need time to access the above before being reintegrated into the classroom. ➤ New SLT lunchtime reflection system to build positive relationships and improve behaviour. ➤ Reward System – token economy (points in lessons, rewards days etc). 	<p>chronology. Conduct monitored through Learning Walks.</p>	
<p>All environments are conducive to learning and all staff continue to implement autism-friendly strategies:</p> <ul style="list-style-type: none"> ➤ Time given to staff to create engaging and motivating displays. ➤ Displays should be changed/updated every term, preferably every half term. ➤ Develop more cross-curricular projects which are displayed around school. ➤ Use art to enhance the environment with images/sculptures/displays. ➤ Use TV screens more appropriately to promote learning, celebrate achievement, share good news etc. Links to assemblies and attendance info be shared on here too. ➤ Access to sensory garden. ➤ Use of break-out rooms. ➤ Classroom environments should be: <ol style="list-style-type: none"> 1) Low arousal (displays on boards not around the room) 2) Resources labelled to allow independence 3) Zones of regulation displays in each room to allow for self and co regulation 4) Task boards in each room to allow pupils to see what is happening next 5) Sides clutter free with resources not being used put away 	<p>A lot of work has been done across the school site in recent years in terms of infrastructure, health and safety and disabled access. As a school team, we are now focussing on the learning environments of the school and making sure they are all conducive to learning. Learning walks and observations, as well as informal feedback, will be used to identify how spaces could be best used. We are particularly keen to showcase pupil success whilst maintaining our commitment to being an 'autism friendly school.' Pupils with autism spectrum disorders (ASD) and sensory processing dysfunction (SPD) can have difficulties with distracting stimuli, which is why it is important for us to ensure learning environments meet the criteria outlined (left).</p> <p>Characterizing cognitive and visuomotor control in children with sensory processing dysfunction and autism spectrum disorders NIH</p>	<p>5</p>

<p>6) Resources and displays are engaging and clear 7) Displays coded as pastoral or curriculum by colour</p>	<p>The Impact of Classroom Design of Pupils Learning: Final Results of a Holistic Multi-Level Analysis Science Direct Evidence: Pupils engagement, attendance data, attainment data.</p>	
<p>Improving opportunities for increased parental engagement:</p> <ul style="list-style-type: none"> ➤ Family support worker / morning coffee meetings with parents. ➤ To be in contact with all disadvantaged families with additional support provided on a needs basis e.g. applying for MHS, removing barriers to children attending, early help assessments etc. ➤ Parent voice: Improve engagement of disadvantaged pupils at school events, in particular parent events. Proactive in contacting parents via telephone prior to events. ➤ Communication methods and frequency: Find out how parents prefer to be contacted. Ensure there is two way contact a minimum of three times a year. ➤ Specific events: Work in collaboration with feeder primaries. ➤ Targets related to the number of events, recording which parents we've worked with. Impact will feed into attendance, behaviour, success. Event evaluation sheets. ➤ Extra- curricular participation: Work with families to promote participation in extra- curricular. Look at initiatives like family payment plans as well as a clear and transparent access to financial support. ➤ Supporting the learning of their child: Parent toolkit including resources, access to ICT and how to use them, plus tips and techniques, include on school website. ➤ Acknowledging the most impactful parent interventions; e.g; parent support with motivating the pupil to do homework and providing a workspace to complete it rather than helping the pupil with the content of homework; parent can direct the pupil to the teacher for technical help. 	<p>The EEF Teaching & Learning Toolkit suggests that Parental Engagement is a low-cost, moderate-impact strategy that can have an added impact 4 months when applied effectively. There has been extensive research with evidence to show that parental engagement improves outcomes when suitable strategies are applied. Parental Engagement EEF Evidence: Personalised approach; outreach visits, 1:1 meetings and graduated response recorded and actioned, parents evening attendance, parent voice & feedback via family support worker, data tracking.</p>	<p>8</p>

Total budgeted cost: £278,256

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024/25), drawing on national assessment data and our own internal summative and formative assessments.

Due to the nature of our SEND setting where all pupils are disadvantaged on account of their additional needs; and measures against National Averages are not always relevant, we compared the outcomes of our disadvantaged pupils in receipt of Pupil Premium funding compared to their peers who are not.

Subject	PPG Average Grade	Non-PPG Average Grade	Difference
English Language	2.6	2.7	0.1
English Literature	2.9	2.5	-0.4
Maths	2.7	2.7	0
Science	3.3	3.3	0
Art	3.6	3.75	0.15
Geography	4	3.25	-0.75
History	2.75	2	-0.75

Figure 1: GCSE outcomes Summer 2025

At GCSE, pupils in receipt of the Pupil Premium funding generally outperform their non-PPG peers, as seen in English Literature, Geography and History. In Maths and Science, pupils in receipt of the funding are in line with their non-PPG counterparts. In English Language and Art, non-PPG pupils outperformed PPG pupils by a minor margin.

The data challenges the national trend—Pupil Premium (PPG) students achieved an average grade of **3.12**, surpassing non-PPG students' average of **2.88**. Typically, non-PPG students outperform their disadvantaged peers, reflecting the national disadvantage attainment gap.

Our attainment gap is only **0.24**, in favour of pupils in receipt of the funding, highlighting the values of our teaching culture: prioritising every child, providing equitable opportunities, and challenging the status quo. This year's outcomes clearly reflect that commitment.

These results suggest that our interventions—such as high-quality first teaching, breakfast provision, after-school tuition, revision resources, and targeted pastoral support funded through Pupil Premium—are highly effective in supporting disadvantaged students.

- **English:** 27% (4/15) of pupil premium students achieved grade 4+, compared to 15% (4/26) of non-PPG students.

- **Maths:** 33% (5/14) of pupil premium students achieved grade 4+, compared to 26% (6/23) of non-PPG students.
- **Science: 30% (3/10) of pupil premium students achieved grade 4+, compared to 50% (5/10) of non-PPG students.**

Targeted interventions in Maths, English and Science have positively impacted student outcomes, particularly in increasing pass rates and high-grade attainment in Maths and Science.

Some areas of focus in key curriculum areas include:

English: Focus on maintaining high pass rates and increasing the percentage of students achieving top grades.

Maths: Continue targeted support to further improve both pass rates and high-grade attainment.

Science: Maintain current strategies to continue yielding strong results.

Art: Capitalise on strong performance to enhance the program further and encourage more students to achieve top grades.

ICT: To explore whether similar strategies used in Maths and Science could be applied to ICT to boost outcomes, such as introducing focused retrieval practice or more structured assessment.

BTEC: Continue to uphold high standards and consider replicating successful strategies in other vocational courses.

The analysis indicates a strong overall performance by students across most subjects, with particular notable achievements in Combined Science, all BTEC and Cambridge National qualifications. There has been consistent year-on-year improvement in several areas, demonstrating the effectiveness of targeted interventions and overall teaching strategies. BTEC and Cambridge National qualifications that were not performing as well last year, have taken on board strategies in order to ensure the progress they have demonstrated this year.

Going forward, the school should aim to sustain these successes while addressing the minor decline observed in Maths and English. This can be through ensuring all students receive the necessary support/interventions in order for them to excel in a subject; and also making sure that students are only entered for exams when they are ready/capable, both academically and emotionally.

From our previous strategy, we can see that positive outcomes have been a result of robust curriculum planning and reviewing and high-quality teaching when delivering across all areas. Due to the nature of our setting and our learners, we continue to intake pupils with low reading ages and will continue to make this a focus as our reading curriculum provides a positive improvement to the overall learning experience our pupils have. We have acknowledged that we require further improvements in assessments, feedback and homework and will focus part of our strategy and funding on this area. We have seen a positive impact from ensuring environments are autism-friendly and conducive to learning but acknowledge that further work is required here to ensure consistency with the strategies set out. We have seen a positive impact from having subject specialist Teaching Assistance in lessons and running interventions for core subjects, but have

highlighted the need to upskill all classroom support staff, such as LSAs, to assist in the delivery of the curriculum.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that we need to continue to support disadvantaged pupils in their attendance to lessons, self-regulation and manage low-level disruption as a result of pupils' needs.

Based on all the information above, the performance of our disadvantaged pupils is in line with our expectations, and we are at present on track to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

