

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview – FIGURES TO BE UPDATED FOR 2023-2024

Detail	Data
School name	Bramley Oak Academy
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was first published	September 2021
Date on which it will be next reviewed	September 2023
Statement authorised by	Peter Forrest
Pupil premium lead	Peter Forrest
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015 + £12,050 LAC
Recovery premium funding allocation this academic year	£12,180
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	£66,980

Part A: Pupil premium strategy plan

Statement of intent

At Bramley Oak Academy we have the highest expectations and aspirations for all our students. Our Trust shares our belief that every student should have an equal opportunity to achieve their full potential. We share the drive to ensure that every student's academic achievement and qualifications matters.

We make every effort to ensure that disadvantaged students receive outstanding support and believe that our core business is to ensure our students make at least good progress as a result of good or outstanding teaching. The Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the number of students eligible for Free School Meals (FSM) and the number of children who are looked after (CLA) and the aim of PPF is to support schools in raising the achievement of the most disadvantaged students.

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. We also know that Ofsted consider the active involvement of trustees as one of the characteristics of schools that are successfully using their PPF to improve achievement and that successful schools *"thoroughly involve trustees in the decision making and evaluation process"*.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils, parents and other professionals demonstrate to us the adverse impact early experiences and ACEs have on many of our students. These experiences have negatively impacted students access to education and further limited Difficult life experiences outside school
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. Many of our students have Speech and Language targets written into their EHCP.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have significant gaps in their knowledge and attainment linked to reading, writing and mathematics. They are often at a disadvantage in accessing the curriculum due to the limited level of experience and previous difficulty with successfully accessing these areas.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have low baseline attainment on entry due to significant gaps in their education as well as having Social, Emotional and Mental health needs.

5	Our assessments, observations and discussions with pupils, parents and other professionals demonstrate that there is often low parental engagement and more limited aspirations for students.
6	Our assessments, observations and discussions with pupils show that disadvantaged pupils often have more limited access to high quality learning materials outside of school.
7	Our assessments, observations and discussions with pupils show that disadvantaged pupils often lower than average attendance that historically attendance has been an issue.
8	Our assessments, observations and discussions with pupils show that disadvantaged pupils have disproportionately high issues in relation to safeguarding and social care involvements.
9	Our assessments, observations and discussions with pupils show that disadvantaged pupils often have been more impacted both academically and socially by COVID-19 and compounded by the above issues.
10	Our assessment, observations and discussions with pupils, parents and other professionals show that disadvantage students can present with additional social emotional and mental health needs and this can manifest itself through more challenging behaviour.

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
That all students are fed, correctly clothed, warm, dry and comfortable so that they are ready and able to participate fully in school life	<ul style="list-style-type: none"> Staff to have attended CPD in the delivering of effective interventions in core subjects Children attainment to be rapidly closing the gap to age related expectations. Children to have increased access to intervention programs. Greater percentage of students making expected or greater than expected progress Intervention Lead in place, training having been completed and meeting staff half termly to support with intervention.
Improve the quality of teaching to support all teachers to move towards 'outstanding'. To close the gap in academic achievement.	<ul style="list-style-type: none"> 100% of teaching to be judged as good or outstanding. Increased rate of progress from students.
To provide all students access to suitable equipment to support in their literacy and numeracy. To improve outcomes in literacy and numeracy for children.	<ul style="list-style-type: none"> To ensure all students make at least expected progress in maths and a closing of the gap for those students not meeting age related expectations.

<p>Practical resources for Numeracy to include, Diennes, Numicon, 100 squares, number lines.</p> <p>Practical resources for literacy to include; reading focus cards, phoneme frames, sound cards, sound subs, additional read write inc resources.</p>	<p>To ensure all students make at least expected progress in literacy and a closing of the gap for those students not meeting age related expectations.</p> <p>For all students to be using appropriate equipment in all lessons. Including - Diennes, Numicon, 100 squares, number line, reading focus cards, phoneme frames, sound cards, sound subs, additional 'read write inc' resources</p>
<p>That all staff have developed in individual areas of need and/or school need so that the quality of education is impacted for all students and ensure better outcomes for students.</p>	<p>Olevi training is undertaken by all teaching staff.</p> <p>Olevi training in undertaken by all support staff.</p> <p>CPD for all staff around the introduction of schemes of work.</p> <p>Bespoke areas of CPD/training to be identified for individual members of staff</p> <p>Ongoing support for CPD in targeted areas around introduction of schemes of work.</p>
<p>To expose students to cross curricular opportunities and education in context.</p> <p>To make learning interactive and engaging.</p> <p>To show students how their learning in school works within the world and why it is important. Introducing a clear link between learning and careers.</p>	<p>At least 3 curriculum trips per year for each student which are linked to the themed learning and give students opportunities to discover new ways of thinking, how curriculum links to the world, how curriculum links to careers etc.</p>
<p>Delivering a curriculum that prepares every child for WORLD (Working together, Optimism, Resilience, Learning, Decision Making), by ensuring that the curriculum is not solely focused on individual lessons but is an entire planned learning experience with a child centred approach to every aspect of a student's life including therapeutic provision, SEMH needs, rewards/sanctions and learning. Improved staff confidence and quality of planning and teaching.</p>	<p>Students actively engaged in learning</p> <p>Lower percentage of behaviour incidents</p> <p>Lower percentage of internal exclusions</p> <p>Lower percentage of external exclusions</p> <p>Greater percentage of students making expected or greater than expected progress</p>
<p>To continue focus on improving reading and spelling standardised scores so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum.</p>	<p>Improved reading standardised scores so that students are progressing at expected or better rate towards year expectations. This will mean that students are better able to access all areas and subjects within the curriculum.</p>
<p>To continue focus on improving numeracy skills so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum such as in science,</p>	<p>To ensure all students make at least expected progress in maths and identifying those students who, with extra support, could make rapid progress.</p> <p>Supporting year 6 KS2 students to access and gain their numeracy SATs</p>

cooking etc. To enhance numeracy skills across the school.	
To provide SALT evaluation, individual intervention and class support for students with speech and language difficulties.	Improved SALT outcomes for identified students through 1-1/small group support Improved in class SALT interventions Students making expected progress within literacy
To provide OT evaluation, individual intervention and class support for students with this need highlighted in their EHCP.	Improved outcomes for identified students through 1-1/small group support Improved in class OT interventions Increased functional skills
To increase current therapy offer so that a greater number of students are able to access the service. This is to support students with their social and emotional wellbeing so that they are then able to make better choices in their own behaviour, that they will feel more settled and supported and that they are able to access their academic studies. Addition of a full time ELSA to support pupils across the school.	Increase percentage of students accessing therapy offer (apart from those accessing therapeutic support off site e.g. CAMHS) Increase in SEMH data across the 5 identified development strands: Self-worth, Self-awareness, Relationships, Communication/Interaction and Problem Solving. Mental Health Weeks Drop-in sessions offered In class mental health interventions
To have clear evidence of individual students current SEMH status as well as be able to assess patterns across the school and in key cohorts	Termly data entry with published outcomes Termly data pack presented to SLT Individual and whole school actions to be agreed and implemented following each data drop
To provide opportunities to those students from disadvantage families with similar enrichment trips as their peers. The trips will give students the opportunities to develop their independence and risk-taking skills. It will also give students a chance to bond with others, work within teams to reach outcomes and show them the importance of this.	At least one day offered to KS1 and KS2 over the academic year. Opportunities to develop student's social, emotional development, improving confidence and self-worth. Students get a chance to bond with others, work within teams to reach outcomes and show them the importance of this.
To support students in making good behaviour choices across a half of term.	To support students in making good behaviour choices across a half of term and for this to be evident in the behaviour and attendance data (holds, exclusions, in class attendance, school attendance etc). Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.
To ensure students are smart and well dressed, modelling the world of work. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. To transition successfully to the new school uniform.	All students to be in uniform on a daily basis and to have pride in wearing it.

<p>To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach to impact on whole school behaviour.</p>	<p>Students to see the worth of the reward system and actively participate in it. To help support students in making positive behaviour choices and for this to be evident in the behaviour and attendance data (holds, exclusions, in class attendance, school attendance etc). Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.</p>
<p>That students impacted by the lack of an educational setting during the COVID 19 shutdown and subsequent challenges, close the increased academic gap and make accelerated progress.</p>	<p>Students/families who need extra or emergency support are identified quickly and supported sensitively and in the child's best in</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,490 (£44,653 2021/22)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support to develop staff knowledge and understanding this will be developed and embedded through personalised training and support led by identified staff including HLTA and intervention leads</p> <p>External CPD in relation to introduction of schemes of work.</p> <p>Olevi offered to TAs (OTAP) and teachers (DTP)</p> <p>Use of wider trust staff to support and mentor staff where needed.</p>	<p>Evidence from the Teaching and learning tool-kit says - 'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>The high-level of need within the school requires higher than normal support staff to ensure best access high quality teaching within the classroom.</p> <p>We have witnessed the high level of impact that support staff are able to have with the regulation of learning behaviours with quality support from Support Staff.</p>	<p>3, 4, 5, 6</p>
<p>CPD time to be given to planning</p>		

<p>and developing an enriching curriculum including the use of Trust Leads to support this.</p> <p>Use of engagement trips and curriculum focused trips to support learning.</p>		
<p>Develop the delivery of systematic phonics delivery in all class including through CPD, additional support, high quality resources and implementation of the scheme of work.</p>	<p>Observations and assessment in this setting has demonstrated the significant gaps there is in the phonological understanding of pupils. This has had a very significant impact upon all areas of literacy. Initial development of the Read Write Inc scheme of work has had robust impact upon this area of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>2, 3, 4, 5, 6, 9</p>
<p>Purchasing of key equipment and resources to support all areas of the curriculum including the delivery of 1:1 and group interventions. Ensuring that there are enough resources available for all children without the need to share equipment.</p>	<p>‘Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>2, 3, 4, 5, 6, 9</p>
<p>SALT evaluation and intervention will support both in and out of class interventions to assist students to reach their full communicative potential.</p> <p>Identified students are given individualized SALT targets and advice is</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2, 3, 4, 5, 6, 9</p>

<p>given for individual students to support with emotional literacy.</p> <p>Advice is given to support wider interventions taking place.</p> <p>SALT specialist directly supports intervention lead to deliver literacy intervention.</p> <p>SALT to train one PP in each class so that SALT support is given at all times</p> <p>Delivery of Social Communication groups on a weekly basis, supported by the Speech and Language therapist.</p>	<p>Recommendation 1 of the EEF improving literacy advice states.</p> <p>‘Develop pupils’ speaking and listening skills and wider understanding of language’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,745 (£22,320 2021/22)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
CPD will be given to Teaching and support staff in the implementation of interventions.	‘On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.’	2, 3, 4, 5, 6, 9

<p>Increased access to daily reading.</p> <p>Staff work across the trust highlighting best practice and seeking support where outstanding practice is highlighted.</p> <p>Targeted training and development of a recovery curriculum.</p>	<p>It has been observed that this is particularly beneficial due to the elevated level of need and the poor development of learning behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>Targeted training for intervention lead in assessment, baselining and intervention schemes for core subjects.</p> <p>Training for class teams in effective interventions in the classroom.</p>	<p>‘On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.’</p> <p>It has been observed that this is particularly beneficial due to the high level of need and the poor development of learning behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 3, 4, 5, 6, 9</p>
<p>Development of literacy interventions.</p> <p>Work with schools within the trust so that we are utilising best practice</p> <p>To add to and expand reading collection: levelled reading books to aid reading progress and high interest low level reading books keep the interest of students.</p> <p>Increased funding to pay a percentage of a literacy/reading intervention member of staff</p>	<p>‘On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.’</p> <p>It has been observed that this is particularly beneficial due to the high level of need and the poor development of learning behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 3, 4, 5, 6, 9</p>

<p>Develop how numeracy interventions run and how they are tracked</p> <p>Work with schools within the trust so that we are using best practice</p> <p>To identify support that can be used within class and relay this to class staff and offer continued support with this.</p> <p>To work alongside the academy trust to develop the use of an effective numeracy intervention program.</p>	<p>‘On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 3, 4, 5, 6, 9</p>
<p>OT evaluation and intervention will support both in and out of class interventions to assist students to improve functional skills.</p> <p>Identified students are given individualized OT targets and advice is given for individual students to support with sensory circuits.</p> <p>OT specialist directly undertakes interventions both in class and individually.</p> <p>OT to support Sensory circuit lead so that OT support is available throughout the week.</p>	<p>‘Occupational therapists enable children and young people with physical, learning and mental health needs to participate in and successfully manage the activities that they want or need to do at home, at school or work and during their free time.’</p> <p>https://www.rcot.co.uk/sites/default/files/OT-with-children-and-young-people-updated-April2015.pdf</p>	<p>1, 10</p>

Training in sensory circuits for Sensory Circuits lead.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,745 (£22,320 2021/22)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<p>Full therapeutic team in place at the start of the year</p> <p>Regular line management with AHoS</p> <p>Regular feedback to staff including in class, SENCO, welfare officer etc.</p> <p>Regular weekly drop ins</p> <p>Analysis of SEMH data to decide on whole school strategies and individual student needs</p> <p>Development of mental health awareness amongst staff and children through organised focus days.</p> <p>Introduction of a Music group therapist to deliver a global</p>	<p>‘Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/arts-and-creative-therapies/</p>	<p>1, 5, 7, 8, 9, 10</p>

offer to all students.		
<p>Staff to feedback to tracker team on seen/not seen elements</p> <p>SEMH tracker team to meet termly - cover provided where necessary to facilitate this</p> <p>Therapy team to process data and complete data pack.</p> <p>Therapy team to use data to produce outcomes and action plan</p> <p>Therapy team to present to SLT for discussion and decision</p>	<p>'Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/arts-and-creative-therapies/</p>	1, 5, 7, 8, 9, 10
<p>Reward trips to be planned at the start of the year so that students know what they are working towards</p> <p>Behaviour and attendance data to be tracked carefully</p> <p>Student council to be involved in decision making on rewards trips</p>	<p>Evidence from improving behaviour in school guidance report comments on the needs for promotion of positive behaviours.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	1, 5, 7, 8, 9, 10

Tracking of behaviours on the day		
<p>Students to be given uniform at the start of the year</p> <p>Uniform to be checked daily at either morning entry or morning time</p> <p>Uniform discrepancies to be challenged either directly with student and/or parent/career dependent on the situation</p> <p>Replacement uniform to be issued where needed due to wear and tear or outgrowing</p> <p>Uniform reminders to be sent to all families regularly</p>	<p>Although the evidence for the impact of uniform is limited, our observations have demonstrated that lack of uniform or non-conformity to the uniform policy can be a barrier to engagement and attendance and so something that should be supported for low-income families and those with additional needs.</p> <p>School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	1, 5, 7, 8, 9, 10
<p>Review and update reward system so that it is clear, that students understand it and it is fair to all students</p> <p>Develop a closer link of reward system to school</p>	<p>Evidence from improving behaviour in school guidance report comments on the needs for promotion of positive behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1, 5, 7, 8, 9, 10

<p>values (WORLD) and rules.</p> <p>Develop a closer link of reward system to bonus points.</p> <p>Stream line reward assemblies to encourage most impact</p> <p>Regular review as part of curriculum review each half of term</p> <p>Conduct regular behaviour meetings with key individuals with actionable points for individual pupils and staff.</p>		
<p>A holistic approach to early help and support of vulnerable families in relation to wellbeing, welfare and safeguarding in order to improve engagement and better regulation of attendance and behaviour.</p>	<p>There is a clear link between attendance and achievement as well as a link between safeguarding and attendance.</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	<p>1, 5, 7, 8, 9, 10</p>

<p>Staff to be given information on what to do if they are believe a family/child requires help</p> <p>Staff to be supported in identifying students who may need assistance.</p> <p>High levels of safeguarding oversight with a full time Deputy Safeguarding Lead</p>		
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Total budgeted cost: £66,980 (£89 2932022/23)

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 2021 to 2022 academic year.

This year was the first year of this 3 year plan. During this time, there were further disruptions due to Covid-19, challenges around recruitment and the start of the schools' very significant renovation and build program.

There has been significant impact in the first year of our program with the introduction of a range of new schemes of work and intervention programs. The implementation of the below plans has considerably moved progress forward and across all areas and had significant impact.

The following schemes are in place, White Rose Maths, Power of Reading, Read Write inc, Purple Mash Computing, PSHE association Rising Stars Humanities, Switched on Science, Complete PE.

Interventions taking place across the school include:

individual class based bespoke core curriculum interventions,

1:1 maths, Dynamo, maths, Sumdog maths, Phonics, Reading, Speech and Language Therapy, In class intervention sessions on targets

Data shows that there was a considerable development in phonics, reading, writing and mathematics with disadvantaged pupils performing considerably better than previous data and impact across the school greatly improved. Whole school data demonstrates that there has been an ongoing upward trend across all areas and all groups including those children receiving Pupil Premium.

3rd term end of year data demonstrate 81% of students made expected or greater progress in Mathematics with PP students achieving 71%.

3rd term end of year data demonstrate 93% of students made expected or greater progress in Reading and Phonics with PP students achieving 79%.

3rd term end of year data demonstrate 62% of students made expected or greater progress in Writing with PP students achieving 63%.

There has been an improvement with the deliver of core subjects through the introduction of greater practical equipment including phonics equipment, maths equipment and and resources to support the Power of Reading Scheme of work. Observations have demonstrated this being used positively by students and it aiding their learning. The increased attainments for both the PP students and all

students has demonstrated the impact of better teaching and learning, including the use of this equipment.

(75% of our students are on the Pupil Premium, with the school's low overall roll percentage difference in attainment school for non-pupil premium students is accentuated.) Significant improvements in these areas have been the result of ongoing rigorous CPD for staff in all areas of the schemes of work, assessment and the OLEVI program.

There has been a very significant impact through the implementation of our intervention leads which has been partly funded through the use of our 'National Tutoring Program Money and Catch-Up Premium'. This has shown significant impact on the data that has been gathered and observations demonstrate an extremely positive impact on learning behaviours and attitudes. Intervention leads have been utilised to support the delivery of intervention for those students most significantly disadvantaged. The model for intervention has allowed us to strengthen the quality of assessment within the classroom and developed the skills that both teachers and support staff have at delivering interventions across all core areas of the curriculum.

SEMH tracker data demonstrated an 8% improvement when assessing all children across all strands of this assessment. This demonstrates an upward trend in all areas (Self Awareness, Self-worth, Communication and Interaction, Relationships and Problem Solving) This data demonstrated the impact had over an extremely challenging year with high levels of Covid-absence. This has been positively impacted through increased use of OT support and development of Sensory Circuits, Introduction of the Social Communication groups within the classroom and the ongoing support for children by our therapists through 1:1 support and delivery of CPD.

Attendance data for the end of last year was significantly up on previous years and continues the positive upward trend and the impact all areas are having on the attendance of students. Data demonstrates that attendance is up and persistent absence is down.

Behaviour rewards systems are better and more consistently delivered and understood by children. They are better able to articulate the school rules and the values. School assemblies and class work has supported this. Reward trips have been a significant driving force in the promotion of behaviour targets and aspirations.

Safeguarding has continued to tighten and the school have now aligned the safeguarding recording and behaviour recording on CPOMS. This allows for easier oversight and clearer management. Staff feel confident with safeguarding within the school and continue to be highly alert to the reporting of any concerns. A recent Safeguarding Audit has been completed by the trust.'

Uniform across the school is largely consistent, the children generally feel happy within their uniform and predominantly follow the school uniform rules.

SALT support is established through the school and very positive relationships exist between staff and SALT and students and SALT. Social communication groups take place weekly.

Music therapy has been well accessed by all students and has given a universal school offer. There has also been additional therapeutic support offered to students through the schools therapy team and

therapy trainees. Parental feedback has expressed the positive impact this has had and SEMH tracking data highlights that children continue to progress in their SEMH needs.

We have been very lucky to have additional support from our attached OT. This has supported the school in a variety of ways including improving staff understanding of the use of sensory tools, supporting individual pupils, ensuring furniture in classrooms is appropriate for the age and height of children, decreasing sensory overload in classrooms through decluttering, delivery of CPD to staff, auditing handwriting within the school, aiding the design of the renovation of the school building.

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.