

Pupil premium strategy statement 2023-24

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

Detail	Data
School name	Tweendykes
Number of pupils in school	138* (72 Pupils Eligible) 166 Pupils on Roll *Year 12-14 not included
Proportion (%) of pupil premium eligible pupils	52.17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	22/9/23
Date on which it will be reviewed	20/7/24
Statement authorised by	Bernadette Moorcroft (Headteacher)
Pupil premium lead	Bernadette Moorcroft
Governor / Trustee lead	Mark Pinchbeck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,220
Recovery premium funding allocation this academic year	£22,330
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	£111,550

Part A: Pupil premium strategy plan

Statement of intent

Tweedykes School is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals has increased over recent years. 88% of pupils live in the 20% most deprived households nationally (IDACI 2021).

Tweedykes has a higher-than-average number of disadvantaged pupils. We want to make sure that pupils are not further disadvantaged by the compounding challenges they and their families face by having a special educational need. A driving principle behind our pupil premium is that work to address disadvantage should be targeted, but also considered within the context of the pupils' broader existing needs in the school.

At the heart of our approach is high-quality teaching, focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations. We have developed a highly personalised system for review called the Pupil Centred Review Process (PCR) which is conducted termly and used to inform progress and support.

Our overall aim is that all pupils, irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults. To meet this aim, we recognise that the pupils' and their families' broader needs require support.

Focusing on person-centred reviews of pupils' needs and provision will ensure that pupils are safe and well, and upon this foundation, pupils will make strong holistic progress across a wide range of measures. Our strategy is forward planning and aims to achieve sufficiency and sustainability in improving pupil and family outcomes, with reference to [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#)

1. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school.
2. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers. This needs to be heavily supplemented with specialist support and intervention.
3. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment.

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils have severe and complex learning difficulties, resulting in severe communication difficulties, sensory and emotional regulation needs. This particularly impacts on disadvantaged pupils' ability to access learning, including the fundamental skill of reading.</p> <p>Based on our assessments, observations and 2021-22 evaluation, this still feels accurate and appropriate.</p> <p>Based on our assessments, observations and 2022-23 evaluation, this still feels accurate and appropriate.</p>
2	<p>Complex factors impact upon our pupils and their families, particularly disadvantaged families. These are often linked to the child's disability e.g. home:school relationship for parents, limited community participation and social isolation.</p> <p>Based on our assessments, observations and discussions with families from 2021-22, this still feels accurate and appropriate.</p> <p>Based on our assessments, observations and 2022-23 evaluation, this still feels accurate and appropriate.</p>
3	<p>Parental support and engagement in the EHC process is variable and particularly for our disadvantaged pupils. Pupils' progress and their wider development are maximised when we can secure parental support and engagement with the school.</p> <p>Based on attendance data and discussions with parents from 2021-22, this still feels accurate and appropriate.</p> <p>Based on 22-23 data, EHC attendance has improved, but further work is needed to secure parental engagement with the school</p>
4	<p>Due to their disability, our pupils have limited social and cultural experiences outside of school, particularly disadvantaged families. This impacts on their wider learning, inclusion, and positive self-esteem.</p> <p>Based on wider contextual information and discussions with pupils in 2021-22, this still feels accurate and appropriate.</p> <p>Based on wider contextual information and discussions with pupils in 2022-23, this still feels accurate and appropriate.</p>
5	<p>Navigating adult services is incredibly challenging for our pupils and their families. It is essential that the school supports this process to ensure all our pupils move on to high quality provision, particularly disadvantaged families.</p> <p>Based on information and discussions with families in 2021-22, this still feels accurate and appropriate.</p> <p>Based on information and discussions with families in 2022-23, this still feels accurate and appropriate. Further work is needed to support pupils' independence and ensure pupils are ready for life as a young adult.</p>

6	<p>Whilst attendance is above the national average for special schools, some pupils have low attendance due to health needs or exceptional circumstances, particularly disadvantaged families. This then restricts their access to education, as many of pupils are unable to access learning remotely.</p> <p>Based on data from 2021-22, high levels of attendance have remained stable, above national special school average. This needs to be maintained.</p> <p>Based on data from 2022-23, high levels of attendance have remained stable, above national special school average. This needs to be maintained.</p>

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
<p>Disadvantaged pupils' severe and complex learning difficulties, particularly their communication and sensory needs are well-supported. Consequently, pupils can access learning and reach their full potential.</p> <p>Based on contextual information for 2021-22, this still feels accurate and appropriate.</p> <p>Based on contextual information for 2022-23, this still feels accurate and appropriate.</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> - Disadvantaged pupils will progress and achieve across a broad range of holistic measures. - The school curriculum is aligned and supportive of disadvantaged pupils' personalised learning needs. - There is no distinguishable gap between the attainment of

	<p>disadvantaged and non-disadvantaged pupils.</p> <p>By 2021-22 / annually</p> <ul style="list-style-type: none"> - Pupil Centred Reviews for disadvantaged pupils demonstrate progress across all the 4 areas of need, as set out in the SEN code of practice. Complete and ongoing <p>By 2022-23</p> <ul style="list-style-type: none"> - Pupils' communication and regulation needs are met within the curriculum model and pastoral package <p>By 2023-24</p> <ul style="list-style-type: none"> - Pupils' expressive language needs, both in structured and spontaneous context will be met - Sensory regulation for older pupils will be refined and further developed
<p>Parents of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child's learning.</p> <p>Based on attendance data and discussions with parents from 2021-22, this still feels accurate and appropriate.</p> <p>Based on attendance data and discussions with parents from 2022-23, this still feels accurate and appropriate.</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> - Parents work in partnership with the school to identify and support their children with personalised learning outcomes. - 100% of disadvantaged families will attend and engage in the EHC process. <p>By 2021-22</p> <ul style="list-style-type: none"> - Increased participation with families, through face-to-face events. Complete and ongoing <p>By 2022-23</p> <ul style="list-style-type: none"> - 80% of parents/carers actively participate in coproduction, as part of the EHC process <p>By 2023-24</p> <ul style="list-style-type: none"> - 100% of parents/carers will actively engage in parent participation events
<p>Improved attendance</p> <p>Based on data for 2021-22, this still feels accurate and appropriate.</p> <p>Based on data for 2022-23, this still feels accurate and appropriate.</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> - Our school attendance will be consistently higher than the national special school average. - The attendance gap between disadvantage pupils and others is in line with national average

	<p>By 2021-22</p> <ul style="list-style-type: none"> - Percentage of disadvantaged pupils who are persistently absent will reduce. Complete and ongoing <p>By 2022-23</p> <ul style="list-style-type: none"> - Personalised approaches in place for hard to reach/engage families ('bottom 5' pupils) <p>By 2023-24</p> <ul style="list-style-type: none"> - Elimination of severely absent (medical needs withstanding)
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p> <p>Based on wider contextual information and discussions with pupils in 2021-22, this still feels accurate and appropriate.</p> <p>Based on wider contextual information and discussions with pupils in 2022-23, this still feels accurate and appropriate.</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> - All disadvantaged pupils will access high quality community learning activities that prepare them for successful transition to adult placements. <p>By 2021-22</p> <ul style="list-style-type: none"> - We will re-establish links with the local community for pupils in phase 2 and 3 of the school. Complete and ongoing <p>By 2022-23</p> <ul style="list-style-type: none"> - All disadvantaged pupils will develop Independence skills to support their 'Preparation for Adulthood' (PfA) <p>By 2023-24</p> <ul style="list-style-type: none"> - Refinements to our PfA offer. All pupils will develop sufficient requisite independence skills, personalised to their own specific context, to ensure an improved transition to adult services

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: £55,227

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2021-22</p> <p>The communication lead will work with teachers and the wider staff to use the SCERTS in Action model to further embed SCERTS practice in the school.</p> <p>Targeted communication assessments for disadvantaged pupils at social partner stage of communication that have little or no formal communication systems</p> <p>2022-23</p> <p>Further refine the curriculum model, taking into account adaptive teaching, to meet pupils' communication and regulation needs within the curriculum model.</p>	<p>SCERTS research indicates that pupils with social communication needs benefit from a wide-ranging, holistic approach to supporting their wider communication needs within an embedded framework approach. This focuses on identifying pupils needs, staff transactional support and emotional regulation. 'SCERTS in ACTION' is a strong working model which enables practitioners to work actively with identifying and working on key areas of learning: Research (scerts.com)</p> <p>The National Autistic Society recognises the benefits of personalised learning which targets pupils' social communication skills. NAS accreditation visits to the school have routinely identified exceptional whole school practice in this area: Research (autism.org.uk)</p> <p>NASEN/SEND Gateway recognises that children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction: Communication and Interaction SendGateway</p> <p>Oral language approaches have a high impact on pupil outcomes. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 'severe and complex learning difficulties'</p> <p>2 'Complex factors impact upon our pupils and their families</p> <p>4 'pupils have limited social and cultural experiences'</p> <p>Outcome 1: By 2022-23</p> <ul style="list-style-type: none"> - Pupils' communication and regulation needs are met within the curriculum model and pastoral package <p>By 2023-24</p> <ul style="list-style-type: none"> - Pupils' expressive language needs, both in structured and spontaneous

The school council will have regular, meaningful opportunities to explore the views of other pupils.

2023-24

The communication lead will work to:

- Further improve language partner pupils' application of language in the curriculum
- Ensure pupils have the opportunities across social, language and conversational partner to utilise their expressive language spontaneously

context will be met

<p>2021-22</p> <p>The physical and sensory lead will work with teachers and the wider staff to better identify and further improve pupils' sensory regulation needs.</p> <p>Commissioned sensory integration assessment for targeted disadvantaged pupil who struggle to regulate physically and emotionally.</p>	<p>Along with difficulties in communication, social interaction and rigidity of thought, many people on the autism spectrum also experience sensory issues: Sensory Issues March 2019.pdf (autismwestmidlands.org.uk)</p> <p>Action research with the Hull Sensory team and courses accessed via Julia Dyer, indicates that many pupils with autism and complex needs have significant sensory processing difficulties. This action research has also indicated that pupils' regulation needs may be supported through targeted sensory activities: Teachers And Professionals Julia Dyer Children's physiotherapy practice North West England UK</p>	<p>1 'severe and complex learning difficulties'</p> <p>2 'Complex factors impact upon our pupils and their families'</p> <p>4 'pupils have limited social and cultural experiences'</p>
<p>Outcome 1:</p>		

2022-23

Revisions to the broader pastoral package for communication and regulation needs will ensure a clear diagnostic of need (communication, sensory regulation, emotional regulation)

2023-24

Improve consistency and effectiveness of sensory regulation support for older pupils:

- Review of existing sensory arrangements, including an audit of staff sensory regulation, alongside Sensory Processing Service to ensure sensory equipment is appropriate and effective.
- Refresh staff training

NAS recognises that there is a continuum of sensory perceptual differences for autistic people. Some children have significant sensory differences while others less so. Understanding each autistic child’s distinct sensory differences is essential to effectively teach and support them: [Top 5 autism tips: managing sensory differences](#)

Through her research, Olga Bogdashina recognised that though we live in the same physical world and deal with the same ‘raw material’, differences in sensory functioning create invisible walls between autistic and non-autistic people: [Sensory Issues | Olga Bogdashina](#)

Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.

[Social and emotional learning | EEF \(educationendowmentfoundation.org.uk\)](#)

By 2022-23

- Pupils’ communication and regulation needs are met within the curriculum model and pastoral package

By 2023-24

- Sensory regulation for older pupils will be refined and further developed

2021-22

The English lead will work with teachers and the wider staff to implement an early reading scheme, incorporating a Synthetic Systematic Phonics (SSP) programme

Additional intervention programme for

Early Reading framework, “finding ways to engage students in reading may be one of the most effective ways to leverage social change”: [The reading framework: teaching the foundations of literacy - GOV.UK \(www.gov.uk\)](#)

Adults have a vital role to play in modelling effective language and communication. Using a wide range of approaches including shared reading, storytelling, and explicitly

1 ‘severe and complex learning difficulties’

2 ‘Complex factors impact upon our pupils and their families’

4 ‘pupils have limited social and cultural experiences’

<p>disadvantaged pupil to supplement daily phonics session</p>	<p>extending children’s vocabulary support this process.</p>	
<p>2022-23 The English lead will develop, adjust curriculum and implement an alternative for pupils for whom synthetic phonics is assessed as not developmentally suitable.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is a vital component in the development of early reading skills, particularly for children from disadvantaged backgrounds: Preparing for Literacy EEF (educationendowmentfoundation.org.uk) / Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>Outcome 1: By 2022-23</p> <ul style="list-style-type: none"> - Pupils’ communication and regulation needs are met within the curriculum model and pastoral package
<p>2023-24 Further improve pupils’ functional reading to ensure pupils make strong progress:</p> <ul style="list-style-type: none"> - Consider and trial functional reading scheme - Identify a clear target group - Trial revised arrangements 	<p>Based on school-based action research, alongside support from the English Hub and partnership work with Newcastle University, it is recognised that some pupils are not developmentally ready for phonics-based reading. Part 1 Language Intervention in the Early Years Newcastle University (ncl.ac.uk)</p>	<p>Outcome 4: By 2023-24</p> <ul style="list-style-type: none"> - Refinements to our PfA offer. All pupils will develop sufficient requisite independence skills, personalised to their own specific context, to ensure an improved transition to adult services

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

Budgeted cost: £ 23,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
2021-22	Tuition targeted at specific needs and knowledge gaps can be an effective method	1 ‘severe and complex learning difficulties’

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>2022-23</p> <p>Pupils in KS4 & 5 will have enhanced support with the Enterprise & Employability component of the PfA curriculum</p> <p>2023-24</p> <p>Develop opportunities within PfA for our independent pathway to experience and explore work experience and enterprise opportunities, eg Café, horticulture, daily living skills.</p>	<p>to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF(educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Based on school-led action research and findings, continued, sustained work to support pupils' basic skills in English and Maths has a significant effect upon supporting pupils' capacity to engage successfully with the Enterprise and Employability components of the PfA framework.</p> <p>yeded5wb636481748062535810.pdf (preparingforadulthood.org.uk)</p>	<p>Outcome 4:</p> <p>By 2022-23</p> <ul style="list-style-type: none"> - All disadvantaged pupils will develop Independence skills to support their 'Preparation for Adulthood' (PfA) <p>By 2023-24</p> <ul style="list-style-type: none"> - Refinements to our PfA offer. All pupils will develop sufficient requisite independence skills, personalised to their own specific context, to ensure an improved transition to adult services
<p>2021-22</p> <p>The lead for phase 3 will implement a programme of community learning opportunities for disadvantaged students,</p>	<p>Targeted work to support young people to develop and maintain friendships and relationships supports them to access their community and feel safe and confident.</p> <p>Friends, relationships, and community inclusion (preparingforadulthood.org.uk)</p> <p>Residential trips can improve relationships and social interaction with pupils. Residential</p>	<p>4 ' pupils have limited social and cultural experiences'</p> <p>5 ' Navigating adult services is incredibly challenging for our</p>

<p>embedded within the curriculum.</p>	<p>trips can also encourage and foster independent pupils.</p>	<p>pupils and their families'</p>
<p>2022-23</p> <p>The lead for phase 3 will implement a series of residential visits to support pupils' independence, relationships & belonging, from KS2 onwards.</p>	<p>Blog: Improved independence through school residentials (cogotravel.co.uk)</p> <p>Tweendykes Case Studies</p>	<p>Outcome 4: By 2022-23</p> <ul style="list-style-type: none"> - All disadvantaged pupils will develop Independence skills to support their 'Preparation for Adulthood' (PfA)
<p>2023-24</p> <p>Improve the quality of community visits, ensuring that they are all carefully planned and purposeful in the context of PFA</p>		<p>By 2023-24</p> <ul style="list-style-type: none"> - Refinements to our PfA offer. All pupils will develop sufficient requisite independence skills, personalised to their own specific context, to ensure an improved transition to adult services

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

Budgeted cost: £33,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2021-22</p> <p>The Head Teacher and Attendance lead will regularly review attendance patterns and develop a wider school strategy to develop an embedded culture of high expectations for attendance for disadvantaged pupils</p> <p>2022-23</p> <p>The attendance lead and the family liaison practitioner will work with the LA to develop personalised approaches for hard to engage ('bottom 5') families</p> <p>School leaders will make arrangements to work towards a 32.5 hour week, in line with the Schools White Paper</p> <p>2023-24</p> <p>Refinements to attendance tracking, utilising SOL and approaches to tackle pupils with severe absence (medical needs withstanding)</p>	<p>The Schools White Paper (2022) indicates that the pandemic has led to renewed concerns about absence from school and its potential impact on attainment and wellbeing. CBP-9511.pdf (parliament.uk)</p> <p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind: School attendance: guidance for schools - GOV.UK (www.gov.uk)</p>	<p>6 ' pupils have low attendance due to health needs or exceptional circumstances'</p> <p>Outcome 3: By 2022-23</p> <ul style="list-style-type: none"> - Personalised approaches in place for hard to reach/engage families ('bottom 5' pupils) <p>By 2023-24</p> <ul style="list-style-type: none"> - Elimination of severely absent (medical needs withstanding)
<p>2021-22</p> <p>The Wellbeing group in the school, in conjunction with the LPPA group will develop</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p>	<p>3 ' Parental support and engagement in the EHC process is variable'</p> <p>4 ' pupils have limited social and</p>

<p>opportunities for support for parents</p> <p>2022-23 The LPPA will identify and target intervention, based on diagnostic tools, to build bonds and relationships with hard-to-reach families (to participate in coproduction in the EHC process)</p> <p>The LPPA will develop a series of signposting and support events, targeting specific families.</p> <p>2023-24 The LPPA will provide a broad calendar of collaborative events to support parental knowledge of their child's learning and to support them in the home.</p>	<p>Supporting children with special educational needs and disabilities NSPCC</p> <p>MHST (Mental Health Support Teams) contribute towards the NHS long-term plan by delivering evidence-based interventions for mild-to-moderate mental health issues. The MHSTs provides a tailored offer of direct interventions to individuals, groups of children, school staff and parents: NHS England » Mental health support in schools and colleges and faster access to NHS care / Mental Health Support Teams – Hull CCG</p> <p>Previous government publications such as the 2010 white paper (DfE, 2010) and the special educational needs (SEN) and disability green paper (DfE, 2011) comment on the importance of parental engagement. How to involve hard to reach parents : encouragin meaningful parental invovlement with schools (publishing.service.gov.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>cultural experiences'</p> <p>Outcome 2: By 2022-23</p> <ul style="list-style-type: none"> - 80% of parents/carers actively participate in coproduction, as part of the EHC process <p>By 2023-24</p> <ul style="list-style-type: none"> - 100% of parents/carers will actively engage in parent participation events
<p>2021-22 The leader for phase 3, in conjunction with the Parent Liaison Practitioner will liaise and work with disadvantaged students, their parents, adult social work teams and local partners to ensure that receiving services are knowledgeable</p>	<p>Some young people aged 13-19 need a transition plan to help them with their transition into adulthood. This plan is particularly important if the young person needs additional support in school or college, or from Health and Social Services: Transition Planning (preparingforadulthood.org.uk)</p>	<p>5 ' Navigating adult services is incredibly challenging for our pupils and their families'</p> <p>Outcome 4: By 2022-23</p> <ul style="list-style-type: none"> - All disadvantaged pupils will develop

about our student' needs.

2022-23

The leader for phase 3, in conjunction with the Parent Liaison Practitioner will work with 'Tweedykes alumni' and their parents/carers to continue to learn more about successful transitions (cascade experiences)

2023-24

- Further develop relationships to make sure the pupils with the highest complexity of need are supported and well known to post 18 services.
- Information sharing with adult social services and SEND education department through EHCP review process, Connexions advisor, ASW Preparing for Adulthood panel and discussion with SEND managers.

Independence skills to support their 'Preparation for Adulthood' (PfA)

By 2023-24

- Refinements to our PfA offer. All pupils will develop sufficient requisite independence skills, personalised to their own specific context, to ensure an improved transition to adult services

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 indicated that disadvantaged pupils' academic and wider development outcomes were on track and broadly in line with their less-disadvantaged peers.

Pupil data across the year collected through PCR reviews, along with monitoring visits indicate that pupils continued to make sustained progress against personalised curricula.

Outcome 1: Disadvantaged pupils' severe and complex learning difficulties, particularly their communication and sensory needs are well-supported. Consequently, pupils can access learning and reach their full potential.

In 2022/23 our Pupil Centred Reviews demonstrated that pupils made significant progress across all the 4 areas of need, as set out in the SEN code of practice.

English & Maths Progress Data

Phase	English PP	English Non PP	Engagement PP	Engagement Non PP	Maths PP	Maths Non PP
1	9 pupils 8 pupils making Outstanding progress 1 pupil making Good progress	12 Pupils 9 Pupils making Outstanding Progress 2 Pupils making Good Progress 1 Pupil require continued support	18 Pupils 6 Pupils Making Outstanding Progress 10 Pupils Making Good progress 2 pupils require additional support	28 pupils 10 Pupils making Outstanding progress 15 Pupils making Good progress 3 pupils require additional support	27 Pupils 10 Pupils making Outstanding progress 14 pupils making good progress 3 Pupil requires continued support	13 pupils 9 Pupils making Outstanding progress 3 Pupils making Good Progress 1 pupil continuing to need support

Total % making good or better progress	89%	91%	89%	92%	89%	92%
2	26 Pupils 22 Pupils making outstanding progress 4 pupils making good progress	19 Pupils 12 pupils making outstanding progress 6 pupils making good progress 1 pupil requires support	6 Pupils 2 pupils making outstanding progress 4 Pupil is making good progress 2 Pupil requires support	2 pupils 1 Pupil is making Good progress 1 Pupils require support	26 pupils 23 Pupils making outstanding progress 3 Pupils making good progress	20 pupils 15 pupils making outstanding progress 5 pupils making good progress
Total % making good or better progress	100%	95%	67%	50%	100%	100%
3	16 pupils 13 pupils making outstanding progress 2 pupils making good progress 1 pupils require support	33 Pupils 32 pupils making outstanding progress 1 pupils making good progress	4 Pupils 2 pupils making outstanding progress 2 pupils making good progress	NA	21 pupils 14 pupils making outstanding progress 7 students making good progress	33 pupils 15 pupils making outstanding progress 16 pupils making good progress
Total % making good or	94%	100%	100%		100%	100%

better progress

- 50 pupils throughout our school are accessing a SSP (Rocket Phonics). Of these 52% are Pupil Premium students. All pupils are making small steps of progress, in line with their academic progress in other subjects. Their progress is in line with non-pupil premium students. Additional staff release time has supported the delivery of whole school training and inset, as well as moderation and quality assurance.
- Two classes of students have had additional tuition in their English and Maths Functional Skills. Due to the progress made six pupils, 70% of whom are disadvantaged, are now preparing to sit the next assessment in Entry Level English and Maths.

Outcome 2: Parents of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child’s learning.

In 2022/23 there was an increased participation with families, through face-to-face events.

Parental engagement in the EHC process

- Face-to-Face EHC annual reviews and face-to-face open mornings recommenced. High parental satisfaction in home-school working identified through survey (93%). There was little distinguishable difference between the attendance of Pupil Premium children's parents and non-Pupil Premium.
- Phase 3 Lead has attended all Phase 3 EHCPs and worked to support families and students with the transition process and information sharing. 64% of all students in Phase 3 are disadvantaged.
- Improved attendance by parents, including a wider range of parents and carers, at parent events. This has improved home:school dialogue and developed coproduction.

Outcome 3: Improved Attendance

In 2022/23 the percentage of disadvantaged pupils who are persistently absent was monitored closely and supported via our Parent Liaison Officer. Regular home visits, attendance support and contact with our most at risk families have ensured that key indicators have improved over the last 12 months.

Attendance

The gap between Pupil Premium and non-pupil premium continues to narrow:

Year	Group	Present	Authorised	Unauthorised	Late	Hols	PA 85%	PA 90%
2023	Pupil Premium	88.77	9.57	1.66	0.90	0.31	18.42	32.89
2022	Pupil Premium	88.61	10.20	1.19	0.97	0.56	17.11	38.16

2023	Not Pupil Premium	90.17	9.36	0.48	0.60	1.00	22.34	31.91
2022	Not Pupil Premium	90.20	9.41	0.39	0.56	0.81	20.88	28.57
2023	National	86.3%	10.3	3.4				39.7

Outcome 4: Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.

In 2022/23 we continued to re-establish links with the local community for pupils in phase 2 and 3 of the school through an increase, post-Covid lockdowns, in purposeful trips and community visits, implemented a plan across all key stages and offered a wider and broader range of targeted activities and experiences.

Preparation for Adulthood

- 68% of the Phase 2 residential trip were disadvantaged pupils.
- Three classes (40% of whom are disadvantaged pupils) took the lead on an integrated employability project. Students demonstrated improved self-organisation and leadership skills, and increased confidence in their role within the school community.
- Five classes (62% of whom are disadvantaged pupils) took part in visits to the school's life skills flat on a fortnightly basis to develop community participation and independent living skills, as part of the Phase 3 Preparing for Adulthood curriculum.
- Six classes (63% of whom are disadvantaged pupils) took part in weekly or fortnightly community visits to develop community participation skills.
- One class (the Hub), 87% of whom were disadvantaged pupils, were able to take part in a range of community visits in the Spring Term that enhanced their curriculum as well as their community participation.
- 7 pupils in the 'Independent pathway' at KS4 received intensive mentoring support. Smaller class sizes and reintroduction of Community Visits. Pupils all made good or better progress.
- Two classes (58% of whom are disadvantaged pupils) completed a residential and series of expedition walks as part of their Duke of Edinburgh's Award in the Summer term.

Summary

The quality of teaching and learning and pupils' and parents' experience of the school remained consistently strong.

The impact was further mitigated by a deep commitment and ongoing resolution to supporting pupils' and their families' personalised needs, through high-quality pastoral support and a commitment to reconnecting with our school community.

Our assessments and observations suggested that for many pupils, being out of school was detrimental to their ability to maintain routines, regulate effectively and access learning. We used pupil premium funding to help support and reconnect with families. We

also used pupil premium funding to re-establish fundamental support for communication and regulation. This remains an ongoing priority.

Total budgeted cost: £ 111,550

Externally provided programmes N/A

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 N/A

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

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership across the trust to provide opportunities such as taster courses, and link programmes to enable young people with SEN to gain wider experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we looked at several studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we continue to invest in supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to adjust and quality improvement to secure better outcomes for pupils over time.