



Charlton Park Academy

Pupil Premium Strategy Statement 2025-26



Communicate Persevere Achieve



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Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of students identified as disadvantaged as a result of the eligibility for Free School Meals currently or as part of the Ever 6 cohort. Further information of our identification of disadvantaged and vulnerable can be found [Disadvantaged Statement PROPOSAL Dec 2025.docx](#).

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	78 (54.25%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	<i>Mark Dale-Emberton</i> Principal
Pupil premium lead	<i>Gail Tippett</i> Inclusion Lead
Governor / Trustee lead	<i>Graham Harknett</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£86,000



Part A: Pupil premium strategy plan

Statement of intent

Charlton Park Academy serves students with a wide range of complex needs, **all of whom have EHCPs**. Our whole school provision is built on the belief that **every young person has the right to a fulfilling, purposeful life beyond school**. We create a highly individualised, person-centred learning environment that enables all students—regardless of cognitive ability and socio-economic background—to develop the skills, confidence, and independence required for life. Our **curriculum** is meticulously designed to be both **academically robust** and **life-based**, ensuring every student is equipped with the skills necessary for personal well-being as well as preparing students to develop independence, self-regulation and autonomy. Every aspect of our provision is built around the **four key pillars of Preparation for Adulthood (PfA)**. Alongside these pillars, students benefit from a broad subject offer that includes **functional English (including the teaching of reading), functional maths, and cultural capital**. For those students who may not be able to live independently or secure traditional employment, our curriculum is tailored **to support thriving within social care or assisted living environments**, ensuring that all learners achieve **outcomes that reflect their unique strengths and needs**. **Equally**, for many, this means **developing the capabilities to navigate independent living and secure meaningful employment**.

We recognise that while socio-economic disadvantage is not always the primary barrier to success, it can significantly compound challenges our students already face.

Our **pupil premium strategy** is designed to **reduce inequality** and **promote equitable outcomes** in:

- Academic attainment and progress, including progression to further education and college where possible.
- Communication and language development
- Life skills, employability, training and vocational skills
- Emotional regulation and wellbeing
- Access to meaningful cultural experiences
- Access to therapeutic support

We aim to embed **high-quality teaching and interventions** across the school, ensuring that:

- Support is personalised, assessed, and evidence-led
- All students, including non-disadvantaged, benefit from whole-school improvements
- Targeted strategies focus on speech and language, numeracy, emotional literacy, and life skills
- Our approach complements wider school priorities and recovery from the COVID-19 pandemic

We will **continue using EEF and DfE best practices** to embed a culture of evidence-based practice, implementation planning, and responsive evaluation.



Challenges

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

Challenge number	Detail of challenge
1	Internal assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school, especially in maths. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around expressive/ receptive communication needs than their peers, including non-verbal, limited language and social interaction difficulties .
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have limited opportunities to build cultural capital and engage in enrichment activities outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often have lower levels of independent life skills and community engagement .
6	Our assessments, observations and discussions with students and families demonstrate that the education, wellbeing, confidence and wider aspects of development of many of our disadvantaged students have been impacted by the pandemic to a greater extent than for other students. These findings are backed up by several national studies.

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
1. Improved progress rate and attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2026/27. An increase in the percentage of disadvantaged pupils entered for Entry Level and GCSE subjects, particularly maths. Closing progress rate/attainment gaps between PP and non-PP peers in internal data.
Enhanced reading, language comprehension and communication for disadvantaged students so that they can independently and with support where applicable improve their reading	Progress in EHCP communication outcomes; reduction in disparity in SALT assessments. Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and



Intended outcome	Success criteria
and comprehension levels and access to more complex materials.	their peers by the end of our strategy in 2026/27.
Students can use a range of communication systems to aid their understanding and to develop expressive and receptive language/communication	Through achievement of EHC plan termly outcomes. Increased AAC and Core Word use; higher levels of engagement and self-regulation in lessons.
Improved cultural and social experiences	Greater participation in trips, clubs, and community activities.
Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Improved self-care, mobility, and travel training outcomes. PP students access work experience and transition to FE or supported employment on par with non-PP peers.
Disadvantaged pupils feel better prepared for further education, work experience, employment or training.	All disadvantaged pupils can access high quality work experience and careers mentoring. By the end of 2026/27, disadvantaged pupils are progressing to higher or further education in the same proportions as their peers.

Pupil Premium (PP) and School Improvement Plan (SIP) Alignment Map – 2025–26

SIP Priority Area	PP Strategy Activity (2025–26)	Impact / Monitoring Link
Priority 1 – Leadership & Management (1.1–1.5)	CPD for teachers and support staff on trauma-informed practice, Interoception, AAC, play-based learning, instructional coaching, and SEND pedagogy.	Mapped to SIP 1.4 & 1.5. Staff confidence tracked via QA cycle; improved lesson delivery seen through observations and CPD evaluation data.
Priority 2 – Curriculum	Development of curriculum access tools for PP learners (Core Word, TEACCH, sensory curriculum, SALT) and reading development through phonics & adapted materials.	SIP Priority 2. Curriculum quality evaluated through QA and engagement data. Pupil premium cohort progress monitored in pathway-specific reviews.
Priority 3 – Teaching & Learning	Instructional coaching and mentoring programmes focused on high-impact teaching for disadvantaged learners.	Direct link to SIP 3.1. Evidence through staff feedback, learning walks, and PP-specific outcomes seen in assessments and PPMs.
Priority 4 – Assessment	Use of Earwig, MAPP, EHCP-aligned assessments and engagement profiling to track PP progress. Intervention targeting embedded in data cycles.	SIP 4.1. Impact measured through disaggregated progress data (PP vs non-PP) and triangulated with qualitative evidence from Earwig.



SIP Priority Area	PP Strategy Activity (2025–26)	Impact / Monitoring Link
Priority 5 – Behaviour & Attitudes	Zones of Regulation, Interoception curriculum and sensory regulation interventions targeted at PP students with emotional/behavioural needs.	SIP 5.1–5.3. Reduction in incidents for PP students; impact tracked through behaviour logs and intervention reviews.
Priority 6 – Personal Development	Cultural capital trips, enrichment activities and Independent Travel Training prioritised for PP learners.	SIP 6.1–6.4. Participation data logged by cohort; PP student engagement tracked and evaluated through termly review cycles.
Priority 7 – Post-16 / PfA	Targeted PfA support for PP learners, including CIEAG guidance, employability workshops and Talentino.	SIP 7.1–7.3. Destinations data and case studies used to evaluate impact; PP participation prioritised and tracked.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a robust and rigorous CPD programme for all staff (i.e. from the Leadership Team to the Support Staff) inc instructional coaching so that it promotes a culture of openness and self-improvement, which in turn supports consistent high-quality teaching and learning , which meets the pupil’s needs.	<p>There is strong evidence that teachers’ pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> <p>Chartered Teacher Leadership framework (Chartered College of Teaching) and National Professional Standards (DfE -NPQs).</p> <p>Pupil Premium Unity Schools Partnership</p> <p>Interoception curriculum principles Equals’ low demand approach and curriculum principles</p> <p>Engagement model</p> <p>Instructional principles (Rosenshine Principles).</p> <p>Autism practice inc TEACCH</p> <p>Trauma informed practice approach activities that engage students; encourage student meta-cognition, executive functioning and effective use of working memory (Development Matters - GOV.UK (www.gov.uk)).</p>	1, 2, 3
CPD for teaching staff on developing students’ regulation and their emotional literacy and understanding	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:	1, 2,3, 6



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>through Interoceptive curriculum, zones of regulation, PBS models, Thrive – trauma approached strategies, restorative practice.</p>	<p>Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk) Zones of Regulation Equals’ low demand approach Interoception (interoceptive signals) Autism Practice Play-based learning Trauma-informed practice approach</p>	
<p>Phonics, Core Word training; purchase of an additional half day per week of Speech and Language Therapist (SALT) time, and two further hours of Higher-Level Teaching Assistant time.</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, which is endorsed by the Royal College of Speech and Language Therapists: What works database Phonics EEF; Phonics - Ruth Miskin Literacy Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p>	2, 3, 5, 6
<p>CENMAC specialist support for Core Words Purchase of an additional half day per week of Speech and Language Therapist (SALT) time, and two further hours of Higher-Level Teaching Assistant time.</p>	<p>Core words promoted throughout Charlton Park Academy to improve communication for learners in a consistent manner promoting receptive and expressive language. Employing CENAMC & SALT to work within specific classes to implement and embed best practice.</p>	2, 3
<p>Development of a life-based curriculum encompassing functional English (including the teaching of reading), functional maths, PfA and Cultural Capital curriculum</p>	<p>Offering a broad range of creative and cultural subjects—such as geography, history, RE, music, and art—that enrich learning beyond the classroom, students develop key communication, social, and critical thinking skills that directly support their Community, Social Relationships & Friendships PfA outcomes. Exploration of global and local cultures fosters an understanding of diverse perspectives, supporting students’ self-awareness and empathy—essential for Independent Living & Daily Life Skills and community inclusion. Creative subjects also enhance Health & Well-being through self-expression, emotional regulation, and resilience. Finally, exposure to art, music,</p>	2, 3, 4, 5, 6



Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>and cultural studies broadens horizons for Employment, Training & Vocational Skills, equipping students with transferable skills—such as teamwork, problem-solving, and cultural awareness. We also provide work-related learning opportunities and promote functional fitness through gym sessions and health-related exercises—ensuring a holistic and well-rounded educational experience for every learner.</p>	
<p>Recruitment of a Play-based learning lead to further support and development the curriculum offer and enhance opportunities</p>	<p>A play-based lead practitioner can significantly enhance outcomes for disadvantaged students by modelling and leading improvements in teaching approaches that are particularly effective for this group. For disadvantaged students, who may face barriers to learning including limited access to enriching play experiences outside school, a specialist practitioner can ensure that play-based approaches are implemented with high quality and consistency. They can coach other staff to create engaging, language-rich play environments that develop the cognitive, social, emotional, and communication skills that disadvantaged children particularly need. Through demonstration lessons, classroom observation, and creating high-quality schemes of work, the leading practitioner can help reduce workload whilst ensuring that play-based learning is purposeful, well-planned, and directly addresses the specific needs of disadvantaged pupils. This targeted expertise helps close attainment gaps by ensuring all staff understand how to maximise learning through play, particularly for those children who need it most.</p> <p>Play-based learning EEF Strong foundations in the first years of school - GOV.UK</p>	<p>1, 4. 5. 6</p>



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

Budgeted cost: £30, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 6
Additional hours for ICT technician to help some of our disadvantaged cohort who need further support in using technology.	For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum: Using Digital Technology to Improve Learning EEF	1, 2, 3, 5
Parent and student wellbeing officer to support mental health and well-being.	Support students with targeted counselling and mental well-being support both within school and home environments. Support disadvantaged families with travel and appeals payments	4, 5, 6
Lead practitioner-led comprehension interventions	Simple View of Reading framework	2
Digital access support (devices, training, tech assistant)	EEF: Digital tech boosts access for SEND students	1,2,3, 5, 6
Increased Educational Psychologist time	Supporting the school's graduated and timely response to Behaviour for Learning there is an increase in the time available for staff and parents to access the school's educational psychologist. This supports an effective and early response to concerns supporting students and previous feedback from staff show the educational psychologist's input has been invaluable. There is a 200% increase in EP time from the academic year 23/24. 33% of students supported through the EP service in the previous academic year were eligible for pupil premium (26% of student roll were eligible).	1, 2, 4, 5, 6



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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism. We will also fund staff training in Interoceptive Curriculum, Play-based Curriculum, Equals Curriculum, TEACCH and NAS specific training.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>Sensory guru design and construction of sensory rooms to support emotional regulation.</p> <p>We have identified TEACCH and we are undertaking NAS accreditation to improve educational offer, environment and outcomes for students.</p>	<p>3</p>
<p>Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education.</p>	<p>As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	<p>4</p>
<p>Public transport training for Year 9-11 pupils. Involves CPD and release time for staff members.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Travel to school for children of compulsory age - Department for Education</p>	<p>4, 5, 6</p>
<p>Programme working with parents and carers to develop effective home learning environments and increased self-expression.</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: Supporting children with special educational needs and disabilities NSPCC</p>	<p>3, 4</p>



Total Budget Allocation Summary

Category	Amount
High-Quality Teaching	£40,000
Targeted Academic Support	£30,000
Wider Strategies	£16,000
Total	£86,000

1. High-Quality Teaching – £40,000

Activity	Estimated Cost
Whole-school CPD programme (inc. instructional coaching, SEND pedagogy, autism, TEACCH, trauma-informed approaches)	£10,000
Interoception Curriculum, Zones of Regulation, Thrive, PBS & Emotional Literacy CPD	£4,000
Phonics & Core Word training	£3,000
SALT (0.5 day/week)	£6,500
HLTA support for Core Word (2 hrs/week)	£3,500
CENMAC consultation & Core Word implementation	£3,000
Play-based lead practitioner	£10,000

2. Targeted Academic Support – £30,000

Activity	Estimated Cost
One-to-one and small group tutoring (linked to curriculum, including Entry Level/GCSE support)	£13,000
Additional ICT technician time for PP access support	£4,500
Devices / data packages for disadvantaged learners	£4,000
Parent & student wellbeing officer (pro rata share from core budget)	£6,500
Increased Educational Psychologist time	£2,000

3. Wider Strategies – £16,000

Activity	Estimated Cost
Sensory regulation equipment & resources (weighted jackets, tunnels, etc.)	£2,000
Interoception, play-based, NAS/TEACCH/Equals CPD	£2,000



Activity	Estimated Cost
Arts, drama, music, enrichment trips (in-school & external cultural capital development)	£5,000
Independent Travel Training (staff time + CPD)	£3,000
Family support programme – home learning, coffee mornings, expressive parenting work	£3,000
Additional contingency for resource adaptation and transport	£2,000

CPA 25/26



Pupil Premium Impact Tracker – (2025–26)

Use the [Pupil Progress Meeting Dashboards Dec 2025](#) to identify PP achievement compared to the rest of the school.

Strand (link to SIP Priority)	SMART Outcome	Monitoring Method	Review Schedule	Named Lead
1. CPD: Trauma-informed, TEACCH, Core Word (P1)	By July 2026, 90% of staff trained through PP funding demonstrate confidence in supporting PP learners via QA logs and staff voice; 70% of targeted PP students show increased engagement scores in Earwig. (1)	CPD logs, QA LW, student engagement logs (tagged for PP)	Termly	Inclusion Lead and Autism Lead
2. Interoception & Zones of Regulation (P2)	By July 2026 60% of PP learners accessing sensory/emotional regulation interventions show a 20% reduction in emotional dysregulation incidents requiring supportive holding (LeAFE) compared to 2024–25 for PP students By July 2026 a 40% reduction on the number of doors on Sensory Regulation Spaces, making them integral spaces within the classroom.	Behaviour logs, Sensory audit data, Teacher feedback	Half-termly	Inclusion Lead and SVP
3. One-to-one & small group tutoring (P2, 3 & 4)	At least 75% of PP pupils receiving tutoring make expected or better-than-expected progress in maths and reading, as measured by pathway-specific assessment frameworks.	PPM records, Earwig, CPA Steps or MAPP targets Intervention Tracking	Termly	Inclusion Lead
4. Core Word & SALT (P2)	By July 2026, 80% of PP learners using AAC/Core Word demonstrate measurable progress in EHCP Section F communication targets.	Earwig EHCP Annual Reviews	Termly	Inclusion Lead Class Teachers
5. Independent Travel Training (P6)	All PP in KS4, for whom it is appropriate to participate in Travel Training; 75% achieve “confident or independent” rating on final assessment.	Travel log, staff evaluation, pupil reflections	Termly	PfA Lead
6. Cultural Capital / Enrichment (P6)	Each PP learner accesses at least 3 cultural capital opportunities by July 2026; 100% of activities logged and reviewed.	Cultural Capital Tracker (tagged by PP), pupil/parent voice	Termly	Personal Development Lead and Inclusion Lead



Strand (link to SIP Priority)	SMART Outcome	Monitoring Method	Review Schedule	Named Lead
7. Educational Psychology (P1, 3 & 4)	EP referrals for PP are actioned within 4 weeks with additional support identified. 90% of teachers report the input as being helpful and having a positive impact	EP tracking log, FORMs evaluation	Monthly	Inclusion Lead
8. Devices & Digital Access (P3)	All identified PP pupils receive required digital support (devices or data) within 2 weeks of need being identified.	IT support logs, student survey	Termly	Inclusion Lead & SVP & Personal Development Lead
9. Parent & Student Well-being Support (P1, 5 & 6)	By July 2026 60% of PP learners accessing sensory/emotional regulation interventions show a 20% reduction in emotional dysregulation incidents requiring supportive holding (LeAFE) compared to 2024–25 for PP students	Behaviour logs, Sensory audit data, Teacher feedback	Termly	Parent Liaison Inclusion Lead Safeguarding Team
	100% students referred for holistic support begin intervention within 1 term			
10. Functional Maths / Reading Entry (P2, 3, 4 & 7)	100% PP students make progress in their EHCP Outcome for cognition & Learning (KS3) or Further Education, Employment or Training (KS4 & 5)	Assessment data, PPM notes, Earwig	Annually	Curriculum Lead Maths & English Inclusion Lead
	Increase % of PP pupils entered for Entry Level / Functional qualifications by 15% vs 2024–25 baseline.			

Pupil Premium (PP) Strategy QA Monitoring Tool – 2025–26

PP Strategy Strand	SMART Outcome	Impact Evidence Collected	RAG Rating						SLT/Governor Comment
			Au1	Au2	Sp1	Sp2	Su1	Su2	
CPD: Trauma-informed, TEACCH, Core Word	90% of teachers confident in supporting PP learners	Step lab analysis							
Interoception & Zones of Regulation	20% reduction in dysregulation for PP learners								
	40% reduction in number of SRS doors								



PP Strategy Strand	SMART Outcome	Impact Evidence Collected	RAG Rating						SLT/Governor Comment
			Au1	Au2	Sp1	Sp2	Su1	Su2	
1:1 and Small Group Tutoring	75% PP pupils make expected/better progress								
Core Word & SALT	80% of PP AAC users meet EHCP comms targets								
Independent Travel Training	100% eligible PP complete; 75% reach independence								
Cultural Capital / Enrichment	All PP pupils access 3+ opportunities								
Educational Psychology Access	4 week max referral for PP. 90% impact								
Digital Access Support	100% PP students receive timely tech support								
Parent & Student Wellbeing	20% reduction in dysregulation for PP learners								
	40% reduction in number of SRS doors								
Functional Maths / Reading Entry	100% PP make progress on C&L or FEET targets								
	15% increase in PP entry for qualifications								



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A step change in assessment practice has taken place. The mapping of all assessment frameworks to curriculum endpoints has enabled teachers to plan more precisely and meaningfully track progress. Staff report increased confidence in identifying 'next steps', due in part to guidance from the Curriculum and Assessment Lead and the integration of Earwig to triangulate curriculum, EHCP, and PfA progress.

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

We continue to embed new curriculum and assessment models to ensure more robust monitoring and analysis of provision, aiming to ensure best possible outcomes, regardless of their starting points and barriers.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

Despite strong planning and some promising outcomes, disadvantaged learners continued to demonstrate a disparity in progress in key areas, particularly:

- Numeracy development at higher curriculum levels
- Language comprehension for students not accessing SALT regularly

What worked well:

- Access to AAC devices and subsequent use more consistent
- Zones of Regulation and graduated response to behaviour helped reduce emotional dysregulation incidents and the need to physically support students for their safety
- The interoceptive curriculum supported students' self-awareness and promoted engagement
- Robust monitoring and discussion (including peer moderation) for English, Maths, Preparation for Adulthood and EHCP outcomes
- Reading is a growing strength. Every Pathway 1, 2 and 3 class now delivers differentiated reading sessions, and all students are grouped by reading stage

Areas for improvement:

- Enrichment opportunities were limited by transport and staffing
- Consistency in Quality 1st Teaching strategies
- Quality of agency support staff in classrooms facilitating access to the curriculum and ensuring progress of EHCP outcomes and targets
- Embed formative assessment and feedback strategies beyond structured subjects into thematic, play-based, and exploratory learning areas.

Changes made for 2025-26:

- Lead practitioner supporting play-based learning in the classrooms and wider school
- Additional Educational Psychologist time in class supporting students, teachers and families
- Continue to embed previous strategies

Our strategic approach last year delivered measurable improvements in student outcomes. Through refined curriculum planning combined with careful analysis of progress and attainment data, we were able to make more informed decisions about student pathways and class allocations. This enabled our teachers to draw on their deep curriculum knowledge and their understanding of where individual students were in their learning journey to target their teaching with greater precision. As a result, students made stronger progress across key stages, with teachers demonstrating increased confidence in adapting their practice to meet diverse learning needs.



- Key Stage 3
 - 51% of students in Key Stage 3 were eligible for Pupil Premium funding in 2024/2025

Students working at CPA05 and above	Reading		Writing		Speaking and Listening		Maths	
	PP	Whole Group	PP	Whole Group	PP	Whole Group	PP	Whole Group
2023/2024								
2024/2025	59%	57%	59%	60%	49%	47%	59%	63%

- Key Stage 4
 - 20% of students in Key Stage 4 were eligible for Pupil Premium funding in 2024/2025

Students working at CPA05 and above	Reading		Writing		Speaking and Listening		Maths	
	PP	Whole Group	PP	Whole Group	PP	Whole Group	PP	Whole Group
2023/2024								
2024/2025	77%	65%	77%	65%	69%	70%	77%	70%

Behavioural incident analysis shows that in 82.8% of incidents in 2024/2025, the student was eligible for Free School Meals. This is a slight increase from 79% in 2023/2024 and strengthens the evidence for increased Educational Psychologist involvement as part of our graduated response to Behaviour for Learning.

Our approach to professional development was deliberately evidence-based, informed both by our own school data and by emerging regional and national developments in educational practice. This ensured that CPD opportunities were not only relevant but directly addressed the specific challenges our staff were facing in the classroom. The impact of this focused professional learning has been observable in improved lesson quality and increased student engagement, with staff reporting greater confidence in delivering our curriculum intent.

Following rigorous evaluation of our progress over the past year, we have refined our strategic plan and made considered adjustments to our budget allocation for the coming academic year. Our revised priorities reflect our commitment to building on the foundations we have established whilst accelerating improvement in key areas. We will focus particularly on closing attainment gaps for disadvantaged and vulnerable through carefully targeted interventions, strengthening foundational skills in literacy and numeracy across all year groups, and embedding consistent high-quality teaching through sustained, evidence-informed professional development. We are also prioritising improvements to attendance and behaviour to maximise learning time for all students. Each priority is underpinned by clear success criteria and will be monitored regularly to ensure we achieve rapid and sustained impact. Further details of our planning, implementation and evaluation processes are provided in the sections that follow.

Externally provided programmes

Programme	Provider
Core Word Framework	CENMAC
Speech and Language Therapy	NHS Trust / Private Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A



Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. We ensure that students and families have **clear, structured pathways** beyond Post-16. Our goal is to ensure that students transition successfully into adulthood, achieving outcomes therefore our provision directly links with:

- **Further Education Providers** (SEN Colleges, Supported Learning Programmes)
- **Supported Internships, Volunteering & Work Placements**– Tailored work placements.
- **Adult Social Care & Supported Living Services**– Developing daily living skills.
- **Social inclusion and Community-Based Opportunities** – Building friendships and community networks.
- **Health and well-being** – Accessing appropriate healthcare and maintaining self-care routines.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We worked with school improvements providers and utilised the experience and knowledge from other settings to support the development of our strategy.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on 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 make adjustments and quality improvements to secure better outcomes for pupils over time.