



## Northern House Academy Pupil Premium Strategy Statement 2024/ 25

This statement details Northern House Academy's use of pupil premium funding for the 2024 to 2025 academic year to help improve the attainment of our disadvantaged pupils.

This statement 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	Northern House Academy
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	56.47%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ricky Stevens, Associate Headteacher
Pupil premium lead	Jacob Jeffries
Governor / Trustee lead	Jade Levine, Chair of LAB

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,160 (Deprivation PP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,160



## Part A: Pupil premium strategy plan

### Statement of intent

**What is the pupil premium funding and how it should be used by schools**

Schools should spend the pupil premium and recovery premium funding on evidence-based approaches to support students. Each school should choose the activities they think are the most appropriate to support the learning of their students; however, the Department for Education proposes that schools use the funding in a variety of ways including to support the quality of teaching, to provide targeted academic support and to help overcome non-academic barriers to success in school, such as attendance, behaviour and social and emotional support. Schools can spend the premium on a wider cohort of students than those who attract the funding and can direct the funding where they think the need is greatest. There is no demand on the school to demonstrate an allocation of funds to particular students whether they are eligible for the funding or not.

**How we will use the funding at Northern Academy**

Northern House Academy is a diverse and inclusive special school that strives to deliver the best possible outcomes for all students regardless of their background or specific barriers to learning. We aim to ensure that our students experience success and achievement in all aspects of their school life. We define 'disadvantage' in many ways and do not take eligibility for free school meals as our sole indicator; we also consider the additional needs of students who are known to children's social care and those students who live in the most deprived areas nationally.

Our overall aim with our targeted allocation of the pupil premium funding is to ensure its use has a sustained and meaningful impact on the lifelong opportunities for children in our school community who are deemed to be disadvantaged.

### Challenges

A high proportion of our students face additional barriers to learning beyond their identified Special Educational Needs. These can be classroom-based challenges as well as non-academic issues that impact our students' access to full participation of the school's curriculum and wider school experiences.

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges were identified from a range of data sources including discussions with staff and students, conversations between staff and parents during parents' evenings, scrutiny of students' paperwork on admission, joint working with the Virtual School and from wider work with multi-agencies beyond the school.

Challenge number	Detail of challenge
1	A high proportion of students join our school with below age expected skills in literacy and numeracy. If these barriers are not adequately overcome with targeted support, our disadvantaged students in particular



	will have less access to the world of work and wider life skills and opportunities than their more affluent peers are able to benefit from.
2	Our in-school observations and discussion with parents have shown that our students often suffer from low self-esteem and confidence: At times this can be linked to their SEND, but discussions and informal assessments have also suggested that a lack of confidence has wider roots than SEND and can stem from experiences of the wider world and its current uncertainties.
3	Mental health concerns have been exacerbated by the Covid-19 pandemic: Our observations and discussions with students and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
4	Underdeveloped emotional literacy: Our in-school observations and discussions with parents have shown that our students are unable to recognise their feelings and how to manage them. Some parents have voiced to us that they would appreciate guidance on how to support their children at home.
5	Although our attendance data indicates that as a school our overall attendance rate is excellent, our data and tracking demonstrate that disadvantaged students tend to have low attendance and are more likely to be persistent absentees than their peers. The impact of low attendance has a much more detrimental impact on the progress and attainment of disadvantaged students who are much less likely to be able to catch up on missed learning than their peers. Additionally, multiple changes of educational setting, with some students being permanently excluded from one or more previous schools, has contributed to a historical lack of engagement within school.
6	New student admissions from 2024/2025: Some students have never been in school or accessed education due to their age (KS1), or have accessed minimal education due to the pandemic.
7	Lack of independence and preparation for adulthood: Our assessments, observations and discussions with students show that they often require support with independence, personal care and life skills.

## 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
<b>English and Maths:</b> Improved progress for disadvantaged students in English and Maths, relative to their starting points as identified by their Termly Outcomes Plans and through formal baseline assessments.	SMART and relevant targets will be embedded into the planning and delivery of sessions for all students. Through progress of improved outcomes as measured via Termly Outcome Plans



	<p>and as reported in end of year reports to parents.</p> <p>Through assessing students' progress in the development of early reading skills, and progression across the academic year e.g. phonics assessments.</p> <p>Through using 'Progression steps', an observation-based teacher assessment for students engaged in subject-specific learning.</p> <p>Monitoring of the quality of English and Maths teaching as part of ongoing school improvement (linked to the school's Raising Achievement Plan), and via termly tracking of student progress in Reading (PIRA) and Maths (PUMA) generated by the English and Maths leaders.</p> <p>The % of KS2 students working at set 1 and 2 RWI phonics programme will reduce across the year by 65%.</p> <p>80% of all pupils baselined at set 3 RWI in September would have 'completed' the RWI program by July 2024.</p> <p>60% of year 1 and year 2 pupils working at the end of key stage related expectations will pass the phonics screening check by June 2024.</p>
<p><b>Self-esteem and confidence:</b></p> <p>Disadvantaged students have greater confidence and self-esteem to help them to better understand the world around them. They will have a wider vocabulary to be better able to communicate how they are feeling and to express their emotions.</p>	<p>Through observations and discussions with students and families. Students in receipt of PP funds will be confident in a range of community scenarios e.g. student council, celebration assemblies and Hot Chocolate Fridays.</p> <p>Student voice continues to be strong and parents have access to and regularly attend workshops offered at Parent events.</p> <p>The Therapeutic Support Worker can signpost parents to agencies and voluntary services that are available to families in their localities.</p> <p>Ensure that the student voice has a meaningful impact on children's school experience (linked to the school's Raising Achievement Plan).</p> <p>Pupil survey indicates that 75% of pupils are pleased with the actions of the</p>



	<p>student council and that they have had a positive impact on the school.</p> <p>Student council celebration assembly takes place.</p> <p>100% of students who wanted to attend annual reviews were able to do so.</p>
<p><b>Mental health concerns:</b> Improved student wellbeing and emotional resilience.</p>	<p>Through high quality support from the pastoral team, and reduction of behaviour incidents for identified vulnerable students.</p> <p>Through progress reports linked to TOPs for students accessing bespoke pathways and extra-curricular activities outside of the classroom.</p> <p>Termly assessment of students social, emotional and behavioural development as part of ongoing school improvement (linked to the school's Raising Achievement Plan).</p> <p>Embed a system that ensures SEMH profiling and contextual safeguarding data are used to inform and adapt practice, facilitate bespoke interventions and inform provision entitlement.</p> <p>SEMH data indicates that 100% of students have made progress across the year.</p>
<p><b>Emotional Literacy:</b> Students start to recognise, understand and express emotions.</p>	<p>Through the delivery of therapies and interventions e.g. Art Therapy.</p> <p>Through the development of feelings check-ins at key points during the school day.</p> <p>Through daily celebration time and reflecting on the student's successes.</p> <p>Through introducing restorative conversations with students enabling them to develop, maintain and repair relationships, where children take responsibility for their behaviour.</p> <p>Termly assessment of students social, emotional and behavioural development as part of ongoing school improvement (linked to the school's Raising Achievement Plan).</p> <p>Pupil survey demonstrates improved wellbeing for 80% students from Autumn – Summer Term.</p>



	SEMH Profile Tool Data indicates that 100% students have made progress across the year.
<b>Improvement in levels of attendance:</b> Attendance for PP students will be in line with previous data trends, students will be forensically tracked and where students need to improve their attendance their progress will be accelerated and sustained.	Through the school's internal collection of attendance data. Through parents attending at least one TOPs meeting and annual review meeting.
<b>New student admissions:</b> From 2024/2025: Improved progress for disadvantaged students in accessing a classroom environment, and playing and learning alongside peers.	Through progress of improved outcomes as measured via Termly Outcome Plans and as reported in end of year reports to parents. Through a higher level of adult to student ratio to support the development of learning through a play-based approach. Through a reduction in behaviour incidents for identified vulnerable students.
<b>Independence and life skills:</b> Support students to plan a future and create their own aspirations. Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through educational visits, access to targeted activities which are built around student aspirations and interests. Through access to extracurricular activities, and observations and discussions with students and their families. 100% of classes experience a launch event or trip. 100% of pupils will have experienced St Edward's student link. 50% of students attend a lunch time school club.
<b>Cultural Capital:</b> All students will have had wider exposure to knowledge and culture outside of school and will have had opportunities to enhance their cultural capital through a diverse programme of educational visits and experiences.	Through educational visits paperwork which shows a diverse take up and participation from a wide range of disadvantaged students, from feedback from professionals external to the school and from discussions with students and their families. 100% pupil views obtained regarding enrichment. 100% of pupils take part in assembly. 100% of classes experience a launch event or trip. 100% of pupils will have experienced St Edward's student link.





50% of students attend a lunch time school club.

## 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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced Continuing Professional Development opportunities overseen by the school's Associate Head Teacher and linked to the School's Raising Achievement Plan	Educational research shows us that good quality teaching each and every day benefits all students and has a particularly positive effect on children who are eligible for the pupil premium funding. <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i> (EEF, 2018). The year's whole-staff CPD and teacher focused JPD programme continues to focus on areas of teaching and learning which have been proven to lead to improvements for all learners and especially for disadvantaged students as well as developing understanding of the specific SEND needs of our students.	1
	Quality first teaching emphasising high quality, inclusive teaching of all students in a class. This includes personalised learning to the individual needs of pupils and strategies to support students learning in class. QFT is mentioned in the 2015 government document <a href="#">Special educational needs and disability code of practice: 0 to 25 years</a> . This paper focuses on what schools can do to support those with additional needs particularly cognition and learning difficulties. On page 99, it mentions:	



	<p><i>'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.</i></p> <p><i>Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'</i></p>	
<p>Improve teaching and learning in English with a specific focus on early reading and phonics. This is overseen by the school's Deputy Head Teacher and Reading Lead, and linked to the School's Raising Achievement Plan</p>	<p>Ensuring teachers demonstrate sound knowledge and understanding of how to teach phonics, ensuring the development of pupil knowledge, understanding and skills.</p> <p>Read Write Inc was created by Ruth Miskin, and is the UK's leading synthetic phonics programme (DfE validated SSP programme). It teaches reading and writing through a systematic approach rooted in phonics. Bespoke training and support for teachers working with our students, will raise teacher's confidence and expectations.</p>	1
<p>Improve teaching and learning in Maths overseen by the school's Maths Lead, and linked to the School's Raising Achievement Plan</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>Having strong skills in basic and everyday maths is fundamental to students' life chances and opportunities external to the school. A recent report by the EEF recommends that <i>'School leaders should ensure that all staff, including non-teaching staff, encourage enjoyment in maths for all children'</i> (EEF, 2021). This is key to our</p>	1





	<p>development of the maths curriculum this year.</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. Teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a></p>	
<p>Improve teaching and learning in PSHE overseen by the school's PSHE Lead and Pastoral and Operations Lead, and linked to the School's Raising Achievement Plan</p>	<p>The DfE statutory guidance has been produced for Relationships and Health Education.</p> <p><a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a></p> <p>Coram Life Education and SCARF offers a whole school approach to wellbeing and mental health. It promotes positive behaviour, mental health, wellbeing, resilience and achievement.</p> <p>Bespoke training and support for teachers working with our students, will raise teacher's confidence and expectations in delivering the RHE and PSHE curriculum.</p> <p>Support from external agencies to deliver Relationship and Health Education, including the School Health Nurse Team and Community Dental Service.</p>	3, 4
<p>Training in Restorative Practices led by the Senior Leadership Team and Therapeutic Support Workers</p>	<p>Restorative Practice <i>'is an effective approach to discipline that has the potential to transform behaviour by focusing on building and restoring relationships'</i> (Restorative Practice and Special Needs, Burnett and Thorsborne, 2015). Furthermore, a report published by the DfE gave whole-school restorative approaches</p>	3, 4



	the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support with attendance including transport, transition and engagement with school, overseen by the school's Therapeutic Support Workers	Bespoke transition programmes created to support transition, including home visits, attendance at multi-agency meetings and liaising with professionals.  Students have also been provided with NHA school transport to support them with successfully attending school, either on a one-to-one basis with a PSW or in a small group. Students supported by known staff find transitions to and from school easier to manage.	4, 5, 6
Continued use of metacognition and small group interventions run by the Therapeutic Support Workers	Research has shown that ' <i>explicit instruction in cognitive and metacognitive strategies can improve pupils' learning.</i> ' (EEF, 2021). This is especially important when considering the EEF's view that ' <i>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies</i> ' and that by ensuring these interventions are offered to disadvantaged students we are enabling them to ' <i>use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</i> ' (EEF, 2020)	2, 3, 4, 7
Pastoral Support Workers timetabled to support vulnerable students re-engaging	Students continue to be impacted by the pandemic, and inability to access formal education within the school setting. Students are increasingly	2, 3, 5, 6



with school, the daily routines and formal learning.	dysregulated and disengaged. Additional 1:1 support has been required to support students including transitions, learning outside of the classroom, reflection rooms to self-regulate, 1:1 formal learning.	
Structured play opportunities at lunch times	Students struggling to interact with peers can access adult led activities, and therefore providing social skill development and interaction in a structured way.	3, 4, 6
Curriculum Enrichment opportunities, including access to Hill End outdoor education	Students accessing learning opportunities outside the classroom for their individual wellbeing. It enables the students to support their self-esteem, emotional resilience, communication and social skills.  As <a href="#">Learning Outside the Classroom</a> (LOtC) state, this is not only about what they learn but how and where they learn. It's about 'improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn.'  Real-world learning brings the benefits of formal and informal education together: 'the most meaningful learning occurs through acquiring knowledge and skills through real-life, practical or hands-on activities.'	2, 3, 5, 6, 7
Breakfast club and fruit bar	All students are offered breakfast when they arrive at school, and have access to a selection fruit at break times.	7
School uniform strategy to reintroduce pride, self-worth and self-esteem of students	To promote a sense of pride and belonging, to foster a transition into school where they focus on personal progress and development.	2, 5, 6
Engagement with learning	A whole school rewards programme available to all students will motivate and incentivise our pupils to progress in all areas.	2, 3



**Total budgeted cost: £62,160**



## Part B: Northern House Academy Pupil Premium Review 2023/ 2024

Funding this academic year: £91,689 (inc covid recovery premium)

Number of learners in receipt of Pupil Premium: 53

### Key Highlights:

1. Attendance of students in receipt of Pupil Premium funding continued to remain the same as non-Pupil Premium students. Attendance data for 2023/2024 was 88.41% for all students, and 87.00% for Pupil Premium students.
2. Students in receipt of pupil premium funding made the same progress in Maths, Reading, Writing and Phonics, compared to the progress of non-Pupil Premium students.
3. All students within the school accessed all areas of the curriculum, including off-site activities.

### Specific Spending Example Outcomes:

1. The use of therapeutic interventions to support students being in school has included support with positive behaviour and engagement with the classroom environment alongside peers.
2. Ongoing targeted intervention has taken place to support children's attendance, which has included allocation of SLT links. This has enabled communication to be frequent with families and professionals, through phone calls, virtual meetings and face to face meetings.
3. Students accessing Hill End Outdoor Education have continued for another academic year. All students demonstrated increased self-confidence, allowing them to access the curriculum and improved outcomes for all learners. All students met, or partially met their targets.
4. All students in Louvre gallery were given the opportunity to access an overnight residential at Hill End. All students in Year 6 were given the opportunity to attend a four-night residential at Centre Parcs. All students demonstrated increased self-confidence and resilience, taking part in activities that were unfamiliar and new to them.
5. Art therapy was introduced to a small number of students, 67% of this cohort were in receipt of PP, demonstrating improved outcomes both with their emotional regulation and academically. This included positive feedback from parents and carers.

Intended outcome	Success criteria	Review of Impact
<b>English and maths:</b> Improved progress for disadvantaged students in English and maths, relative to their starting points as identified by their Termly Outcomes Plans and through formal baseline assessments.	SMART and relevant targets will be embedded into the planning and delivery of sessions for all students.  Through progress of improved outcomes as measured via Termly Outcome Plans and as reported in end of year reports to parents.	<b>EHCP Outcomes:</b> Students in receipt of Pupil Premium continue to show minimal statistical difference, shown through the termly analysis of TOPs analysis. Pupil Premium students reflect the same statistical trends for those not in receipt of Pupil Premium. Pupil Premium students made better progress in the Spring



Through assessing students' progress in the development of early reading skills, and progression across the academic year e.g. phonics assessments.

Through using 'Progression steps', an observation-based teacher assessment for students engaged in subject-specific learning.

Monitoring of the quality of English and Maths teaching as part of ongoing school improvement (linked to the school's Raising Achievement Plan), and via termly tracking of student progress in Reading (PIRA) and Maths (PUMA) generated by the English and Maths leaders.

The % of KS2 students working at set 1 and 2 RWI phonics programme will reduce across the year by 65%.

85% of all pupils baselined at set 3 RWI in September would have 'completed' the RWI program by July 2024.

60% of year 1 and year 2 pupils working at the end of key stage related expectations will pass the phonics screening check by June 2024.

60% of students entered for Year 6 SATS will achieve a scaled score of 100 or more.

term, compared to the whole school average

TOPs analysis 2023/2024:

	Autumn	Spring	Summer
School Average	77.41 %	71.28 %	76.50 %
PP	76.71 %	71.98%	75.12%

## Maths:

Tailored small group intervention sessions were delivered for 100% of students in receipt of Pupil Premium, through class teams.

Maths progression step analysis 2023/2024:

	Autumn	Spring	Aut to Spring	Summer
School Average	0.22	0.06	0.41	0.15 %
PP	0.25	0.11	0.51	0.16%

End of year analysis of the Progression of Skills for Maths, highlighted no statistical disadvantage for students in receipt of Pupil Premium.

Pupil Premium students made better progress, compared to the whole school average.

## English:

Tailored small group intervention sessions were delivered for 100% of students in receipt of Pupil Premium, through class teams.

Writing progression step analysis 2023/2024:

	Autumn	Spring	Aut to Spring	Summer
School	-0.37	0.09	-0.15	0.26 %





		<table><tr><td>Average</td><td></td><td></td><td></td><td></td></tr><tr><td>PP</td><td>-0.43</td><td>0.10</td><td>-0.19</td><td>0.26%</td></tr></table> <p>End of year analysis of the Progression of Skills for Writing, highlighted Pupil Premium students made better progress compared to the school average.</p> <p>Reading progression step analysis 2023/2024:</p> <table><tr><td></td><td>Autumn</td><td>Spring</td><td>Aut to Spring</td><td>Summer</td></tr><tr><td>School Average</td><td>0.20</td><td>1.40</td><td>0.54</td><td>0.25%</td></tr><tr><td>PP</td><td>0.14</td><td>1.80</td><td>0.48</td><td>0.34%</td></tr></table> <p>End of year analysis of the Progression of Skills for Reading, highlighted Pupil Premium students made better progress compared to the school average.</p> <p><b>Statutory Assessment Data:</b> Data - 66% of Year 2 students in receipt of PP met the required standards.</p> <p>End of KS2: 80% of the students that were working at the standard of the national curriculum assessments for Reading/ Maths were in receipt of Pupil Premium.</p>	Average					PP	-0.43	0.10	-0.19	0.26%		Autumn	Spring	Aut to Spring	Summer	School Average	0.20	1.40	0.54	0.25%	PP	0.14	1.80	0.48	0.34%
Average																											
PP	-0.43	0.10	-0.19	0.26%																							
	Autumn	Spring	Aut to Spring	Summer																							
School Average	0.20	1.40	0.54	0.25%																							
PP	0.14	1.80	0.48	0.34%																							
<p><b>Self-esteem and confidence:</b> Disadvantaged students have greater confidence and self-esteem to help them to better understand the world around them. They will have a wider vocabulary to be better able to communicate how they are feeling and to express their emotions.</p>	<p>Through observations and discussions with students and families. Students in receipt of PP funds will be confident in a range of community scenarios e.g. student council, celebration assemblies and Hot Chocolate Fridays.</p> <p>Student voice continues to be strong and parents have access to and regularly</p>	<p><b>Student and parental voice:</b> This remains exceptionally positive and complementary.</p> <p>47% of the School Council students were in receipt of Pupil Premium.</p> <p>100% of students within the school, including those in receipt of PP, have had the opportunity to engage in the school and wider community, including School Council, House Meetings.</p>																									



	<p>attend workshops offered at Parent events.</p> <p>The Therapeutic Support Worker can signpost parents to agencies and voluntary services that are available to families in their localities.</p> <p>Ensure that the student voice has a meaningful impact on children's school experience (linked to the school's Raising Achievement Plan).</p> <p>Pupil survey indicates that 75% of pupils are pleased with the actions of the student council and that they have had a positive impact on the school.</p> <p>Student council celebration assembly takes place.</p> <p>100% of students who wanted to attend annual reviews were able to do so.</p>	<p>Celebration Assemblies, Hill End, St Edwards.</p> <p>There were a number of whole school events including a 200-year celebration of the school, Children in Need, Red Nose Day and World Book Day. There were also whole school trips including the Cotswold Wildlife Park, Pantomime, Christmas Lunch.</p> <p>Each Gallery has provided additional offsite trips, including Blenheim Palace, Crocodiles of the World, and the Zoo Lab school visit (Tate Gallery), Ashmoleum Museum, Hill End residential (Louvre Gallery), National History Museum, Blenheim Palace (Moma Gallery).</p> <p>The Therapeutic Support Worker is an additional contact for families within the school. Families have been supported with students attending activities within their local communities, as well as with housing and food banks, and chasing CAMHS referrals. 77% of the students from these families were in receipt of PP. The parents have reported improved relationships within their families, due to accessing the additional support.</p> <p>100% of students within the school, including those in receipt of PP, have received more than one award in assemblies.</p> <p>The pupil survey reported that 100% pupils:</p> <ul style="list-style-type: none"> <li>-enjoy coming to school,</li> <li>-felt listened too,</li> <li>-feel supported by staff,</li> <li>-have friends,</li> <li>-feel safe at school.</li> </ul> <p>100% of students within the school that wanted to attend their annual reviews were able to attend, whilst others opted to have their views shared by their class teacher.</p>
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<p><b>Mental health concerns:</b> Improved student wellbeing and emotional resilience.</p>	<p>Through high quality support from the pastoral team, and reduction of behaviour incidents for identified vulnerable students.</p> <p>Through progress reports linked to TOPs for students accessing bespoke pathways and extra-curricular activities outside of the classroom.</p> <p>Termly assessment of students social, emotional and behavioural development as part of ongoing school improvement (linked to the school's Raising Achievement Plan).</p> <p>Embed a system that ensures SEMH profiling and contextual safeguarding data are used to inform and adapt practice, facilitate bespoke interventions and inform provision entitlement.</p> <p>SEMH data indicates that 100% of students have made progress across the year.</p>	<p>Behaviour analysis of students in receipt of pupil premium funding shows an improvement in the number of occurrences of challenging behaviour compared to non-pupil premium students.</p> <p>Students have developed more positive relationships with peers and staff.</p> <p>Students developed more positive relationships with peers and staff.</p>
<p><b>Emotional Literacy:</b> Students start to recognise, understand and express emotions.</p>	<p>Through the delivery of therapies and interventions e.g. Art Therapy.</p> <p>Through the development of feelings check-ins at key points during the school day.</p> <p>Through daily celebration time and reflecting on the student's successes.</p> <p>Through introducing restorative conversations</p>	<p>Positive led values are modelled across the school. This is seen during learning walks and the presence of SLT across the school.</p> <p>All classes have embedded the Gallery Toolkit into their classrooms. Students' check-in with their feelings at key times, specifically around transitions which is the time many students struggle.</p>



	<p>with students enabling them to develop, maintain and repair relationships, where children take responsibility for their behaviour.</p> <p>Termly assessment of students social, emotional and behavioural development as part of ongoing school improvement (linked to the school's Raising Achievement Plan).</p> <p>Pupil survey demonstrates improved wellbeing for 80% students from Autumn – Summer Term.</p> <p>SEMH Profile Tool Data indicates that 100% students have made progress across the year.</p>	<p>Students use their Learning Passports to reflect on their successes at the end of each session. Students are able to work towards daily Celebration time.</p> <p>67% of the students accessing Art Therapy were in receipt of Pupil Premium. Students have been able to successfully engage with learning within the classroom environment, and there was a reduction in behaviour incidents.</p> <p>100% of students within the school, including those in receipt of PP, access weekly Structured Social Play sessions through class teams. Students have been able to demonstrate progress with their social skills development. Pupil Premium students reflect the same statistical trends for those not in receipt of Pupil Premium.</p>
<p><b>Improvement in levels of attendance:</b> Attendance for PP students will be in line with previous data trends, students will be forensically tracked and where students need to improve their attendance their progress will be accelerated and sustained.</p>	<p>Through the school's internal collection of attendance data.</p> <p>Through parents attending at least one TOPs meeting and annual review meeting.</p>	<p><b>Attendance:</b> Attendance of students in receipt of Pupil Premium funding continued to remain the same as non-Pupil Premium students. End of year data needed - Attendance data for 2023/2024 was 88.41% for all students, and 87.00% for Pupil Premium students. Support for families has continued to include extensive collaboration with the Local Authority to secure transport, 2:1 or 1:1 support for students to secure high attendance figures. Data is forensically analysed to identify trends in attendance, including those in receipt of Pupil Premium. This contributes to a small part of the data analysis for our students, alongside their behaviour data, achievement of their TOPs targets and progression steps assessment data.</p>



		<p>The Therapeutic Support Worker has carried out home visits and virtual meetings with families. She also worked closely with social care teams, and the Attendance Team.</p> <p><b>Parents and Carers:</b> Parents and carers have positively engaged with termly TOPs meetings and annual reviews.</p> <p>End of year data needed - The overall attendance at annual reviews was 95% for all students. If parents/ carers could not attend the meeting, they were offered a second meeting, and all parents/ carers attended the rearranged meeting except for one. The overall attendance at parents' evening for all students was 36.5%.</p>
<p><b>New student admissions:</b> From 2022/2023: Improved progress for disadvantaged students in accessing a classroom environment, and playing and learning alongside peers.</p>	<p>Through progress of improved outcomes as measured via Termly Outcome Plans and as reported in end of year reports to parents.</p> <p>Through a higher level of adult to student ratio to support the development of learning through a play-based approach.</p> <p>Through a reduction in behaviour incidents for identified vulnerable students.</p>	<p>New students have been able to access the classroom successfully, with a high staff to student ratio. This has enabled staff to intervene and support students when they are struggling.</p> <p>This has included extensive collaboration between the school, the Gallery Trust staff and the Local Authority to secure additional funding to support students requiring additional support beyond the local offer.</p>
<p><b>Independence and life skills:</b> Support students to plan a future and create their own aspirations. Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through educational visits, access to targeted activities which are built around student aspirations and interests.</p> <p>Through access to extracurricular activities, and observations and discussions with students and their families.</p>	<p><b>Hill End:</b> 100% of the students have accessed Hill End. All students demonstrated increased self-confidence, allowing them to access the curriculum and improved outcomes for all learners. All students met, or partially met their targets.</p> <p><b>Residential:</b> 100% of students in receipt of PP were offered the opportunity to access an overnight residential</p>



	<p>100% of classes experience a launch event or trip.</p> <p>100% of pupils will have experienced St Edward's student link.</p> <p>50% of students attend a lunch time school club.</p>	<p>from Louvre Gallery. 100% students in receipt of PP was offered the opportunity to access a four-night residential at Centre Parcs. All students demonstrated increased self-confidence and resilience, taking part in activities that were unfamiliar and new to them.</p> <p><b>St Edward's:</b> 100% of students within the school, including those in receipt of PP, have had St Edward's students visit their classes to support with learning.</p> <p><b>School Events and Trips:</b> 100% of students within the school, including those in receipt of PP, have experienced whole school events and trips, as well as trips within their galleries linked to their learning.</p> <p>100% of students within the school, including those in receipt of PP, have had the opportunity to attend lunch time clubs both indoors and outdoors.</p>
<p><b>Cultural Capital:</b> All students will have had wider exposure to knowledge and culture outside of school and will have had opportunities to enhance their cultural capital through a diverse programme of educational visits and experiences.</p>	<p>Through educational visits paperwork which shows a diverse take up and participation from a wide range of disadvantaged students, from feedback from professionals external to the school and from discussions with students and their families.</p> <p>100% pupil views obtained regarding enrichment.</p> <p>100% of pupils take part in assembly.</p> <p>90% of classes experience a launch event or trip.</p>	<p><b>Educational Visits:</b> Educational visits have supplemented individuals' cultural capital by engaging with the wider community. 100% of students within the school, including those in receipt of PP, have benefited from the opportunities to access the wider community. Residential trips were organised for Louvre gallery and Year 6 across the spring and summer terms, with extensive support offered to all families to make these trips a possibility, including financial support where needed.</p> <p>100% of students within the school, including those in receipt of PP, have had the opportunity to engage in the school and wider community, including School Council, House Meetings,</p>





	<p>100% of pupils will have experienced St Edward's student link.</p> <p>50% of students attend a lunch time school club.</p>	<p>Celebration Assemblies, Hill End, St Edwards.</p> <p>There were a number of whole school events including a 200-year celebration of the school, Children in Need, Red Nose Day and World Book Day. There were also whole school trips including the Cotswold Wildlife Park, Pantomime, Christmas Lunch.</p> <p>Each Gallery has provided additional offsite trips, including Blenheim Palace, Crocodiles of the World, and the Zoo Lab school visit (Tate Gallery), Ashmoleum Museum, Hill End residential (Louvre Gallery), National History Museum, Blenheim Palace (Moma Gallery).</p> <p>60% of students accessing drumming were in receipt of Pupil Premium.</p> <p>The pupil survey reported that 100% pupils:</p> <ul style="list-style-type: none"> <li>-enjoy coming to school,</li> <li>-felt listened too,</li> <li>-feel supported by staff,</li> <li>-have friends,</li> <li>-feel safe at school.</li> </ul> <p><b>St Edward's:</b> 100% of students within the school, including those in receipt of PP, have had St Edward's students visit their classes to support with learning.</p> <p><b>School Events and Trips:</b> 100% of students within the school, including those in receipt of PP, have experienced whole school events and trips.</p> <p>100% of students within the school, including those in receipt of PP, have had the opportunity to attend lunch time clubs both indoors and outdoors.</p>
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