

Pupil premium strategy statement – Northern House Academy 2025/2026 - 2028/2029

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 - 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Bex Holmes
Pupil premium lead	Jacob Jeffries, Assistant Headteacher
Governor / Trustee lead	Jade Levine, Chair of LAB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,763
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£72,763

Part A: Pupil premium strategy plan; Statement of intent

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, so that they have the opportunities to become the very best versions of themselves now and into the future.

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 our pupils join the school with levels below age related expectations regarding their skills in literacy and numeracy. If these barriers are not adequately overcome with targeted support, our disadvantaged pupils, in particular, have less potential to access the world of work and benefit from wider life skills and opportunities than their more affluent peers are able to.
2	In-school observations and discussions with parents have shown that our students can often suffer from low self-esteem and confidence: This can often be attributed directly to their SEND, but also largely to negative experiences within previous settings and of the wider world and the



	uncertainties therein. National research points to a wider impact on those deemed disadvantaged as a result of the closure of schools and isolation, during the COVID years, for instance.
3	Further to the above, Mental health concerns have been exacerbated by the Covid-19 pandemic, with education, wellbeing and wider aspects of development of many of our disadvantaged pupils impacted to a greater extent than non pupil premium pupils, these observations supported by several national studies.
4	Underdeveloped emotional literacy: Our in-school observations, Reflections from Joint Development Practise and discussions with parents, have shown that our pupils are often unable to recognise and safely communicate their feelings, despite our everyday routines being centred around reflection, emotional check-ins and developing bespoke strategies which help them to manage them. Some parents have voiced to us that they would appreciate guidance on how to support their children at home, which we hope to do further work on as part of our developing 'Gallery toolkit', linking our Positive Support Plans's to pupils at home and community experiences, and the further development of our family liaison through a designated Therapeutic Support worker.
5	Although our attendance data indicates that as a school our overall attendance rate is excellent, further internal data samples and tracking demonstrate that disadvantaged pupils tend to have lower attendance and are more likely to be persistent absentees than their pupil premium peers. The impact of low attendance has a much more detrimental impact on the progress and attainment of disadvantaged pupils 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 2025/2026: Pupils have never been in school or accessed education due to their age (KS1), or have accessed minimal education due to Exclusion and/or the pandemic.
7	Lack of independence and preparation for adulthood: Our assessments, observations and discussions with pupils 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
<i>Add or delete rows as needed</i>	
English and Maths: Improved progress for disadvantaged pupils in English and Maths, as evidenced by NHA Learning	SMART and relevant Termly Learning Outcomes, linked to EHCP targets and NHA Learning Steps, will be embedded in



<p>steps, relative to their starting points as identified by formal baseline assessment at point of entry.</p>	<p>the planning and delivery of sessions specifically for Pupil Premium students, ensuring personalised provision that reflects their individual barriers to learning and prior attainment.</p> <p>Progress will be evidenced through internal monitoring systems which track academic and personal development against differentiated expectations, tailored to each pupil's specific context and needs. This will be regularly evaluated in termly pupil progress meetings, with outcomes reported in end-of-term and annual review reports shared with parents and carers.</p> <p>Pupil Premium progress will be measured through improvement in early reading and writing skills, with a focus on phonics and spelling. All Pupil Premium pupils will be assessed termly using Salford Reading Assessments, RWI Phonics/Spelling assessments, and PIRA assessments, with a Trust-aligned target of 100% of Pupil Premium pupils making significant progress from baseline levels in 2024–25.</p> <p>Staff will use NHA Learning Steps, including observation-based teacher assessment for students engaged in subject-specific learning, to triangulate progress and inform next-step planning. This ensures that learning is accurately pitched and closely aligned with each pupil's EHCP outcomes and Learning Passport targets.</p> <p>The quality of English and Maths teaching for Pupil Premium students will be closely monitored via termly tracking and learning walks, supported by NHA's Reading and Maths Leaders. This includes analysis of outcomes from PIRA (Reading) and PUMA (Maths) assessments, with data used to inform</p>
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	<p>evidence-based interventions and SATs readiness for eligible pupils.</p> <p>Additionally, targeted interventions, such as small group SATs-focused support, pre-teaching, and bespoke learning pathways, will be in place for Pupil Premium students identified through assessment data as requiring additional challenge or support.</p>
<p>Self-esteem and confidence: Disadvantaged pupils will 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 triangulation of lesson observations, internal data reviews, and ongoing dialogue with Pupil Premium pupils and their families, we will evaluate and demonstrate improvements in confidence, engagement, and pupil voice among this cohort.</p> <p>Pupils in receipt of Pupil Premium funding will consistently participate in community events such as Celebration Assemblies and Hot Chocolate Fridays, with growing confidence and a positive sense of belonging, as measured by staff observations and pupil feedback tools including values reflection sheets and Target Time reviews.</p> <p>Parent/carer engagement for Pupil Premium families will increase through termly curriculum and pastoral workshops, tailored to address both academic needs (e.g. phonics, supporting reading at home) and wellbeing (e.g. behaviour strategies, emotional regulation), with attendance monitored via sign-in records and follow-up feedback surveys.</p> <p>A Designated Therapeutic Support Worker (TSW) will provide targeted family liaison, ensuring that PP families are routinely supported and signposted to relevant external agencies, charities, and services that align with their circumstances. This will be monitored</p>



	<p>through referral logs and feedback from families.</p> <p>Pupil Voice will be systematically embedded through the co-production of Positive Support Plans, ensuring that the views and priorities of Pupil Premium pupils directly inform personalised provision and adaptations. These plans will be reviewed each term and tracked for measurable impact in engagement, attendance, and behaviour outcomes.</p> <p>Participation of Pupil Premium students in the School Council will be monitored to ensure fair representation. The outcomes of their contributions will be linked to whole-school initiatives (e.g. changes to lunchtime provision or enrichment clubs), with pupil feedback and council minutes used to demonstrate the impact of their voice on school improvement priorities.</p>
<p>Mental health concerns: Improved pupil wellbeing and emotional resilience.</p>	<p>Through targeted support from the NHA Pastoral Team, Pupil Premium students identified as vulnerable will receive bespoke interventions that lead to a measurable reduction in behaviour incidents over the academic year. Incident data will be reviewed weekly and tracked via CPOMS and the SEMH dashboard to assess the impact of pastoral support strategies.</p> <p>Progress will also be tracked against medium-term EHCP outcomes, ensuring that Pupil Premium students are making gains in areas linked to their SEMH, academic, and communication needs. This will be monitored through termly reviews and reported through annual reviews and parental reports.</p> <p>Wider access to enrichment and extra-curricular opportunities will be prioritised for Pupil Premium pupils, including participation in therapeutic</p>



	<p>clubs, residential visits, and curriculum-linked off-site experiences. Engagement will be logged and monitored to ensure equitable access, and participation targets will be reviewed termly as part of RAP monitoring.</p> <p>A termly assessment of Pupil Premium students' social, emotional and behavioural development will take place using NHA's internal tracking tools (e.g. Wellbeing Check-Ins, Target Time Reviews), ensuring alignment with the school's Raising Achievement Plan and The Gallery Trust's values-led approach.</p> <p>Embedded SEMH profiling systems will continue to inform personalised provision. Contextual safeguarding data and Pupil Premium contextual profiles will be triangulated to adapt teaching and support strategies. Provision maps will evidence how these adaptations meet students' individual needs and entitlements.</p> <p>Annual SEMH progress tracking will aim to show that 100% of Pupil Premium students have made measurable progress in at least one SEMH domain, as indicated in end-of-year analysis.</p> <p>The Pastoral Team will conduct a termly review of the Wellbeing Assessment Check-In for all Pupil Premium pupils. Data will be used to identify emerging concerns, review progress against SEMH targets, and inform targeted referrals to therapeutic interventions (e.g. art therapy, drumming, protective behaviours programmes).</p>
<p>Emotional Literacy: Pupils recognise, understand and express emotions.</p>	<p>Through the targeted delivery of therapeutic interventions, such as Art Therapy and Protective Behaviours, Pupil Premium students will access personalised emotional support, designed to promote self-regulation, resilience, and</p>



	<p>wellbeing. Intervention logs and individual case studies will be maintained to track engagement, emotional growth, and outcomes over time.</p> <p>A whole-school approach to emotional regulation will ensure all Pupil Premium pupils participate in daily feelings check-ins at key transition points. These will be monitored through class logs, enabling the identification of patterns or emerging concerns and triggering additional support when needed.</p> <p>Daily celebration time and shared class reflection will promote the self-esteem and social confidence of Pupil Premium students, with consistent reinforcement of their achievements both academic and personal. Participation and pupil feedback will be used to assess the emotional impact of these routines.</p> <p>Pupil Premium students will benefit from embedded restorative practice, enabling them to repair and rebuild relationships, take ownership of behaviour, and strengthen their social understanding. Pastoral staff will monitor restorative sessions and outcomes through debrief forms and pupil reflections, with improvements logged in the SEMH tracking system.</p> <p>The Pastoral Team will deliver bespoke interventions, tailored to the unique SEMH and personal development needs of Pupil Premium students. These may include 1:1 mentoring, or small group emotional literacy sessions, with progress tracked through intervention records and termly reviews.</p> <p>All Pupil Premium students' social, emotional, and behavioural development will be reviewed weekly as part of ongoing Pastoral and Attendance</p>
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	<p>Meetings. These reviews will inform ongoing support decisions and are a standing agenda item within school improvement monitoring linked to the Raising Achievement Plan.</p>
<p>Improvement in levels of attendance: 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, with support from designated TSW's as liaison with home and appropriate third parties.</p>	<p>Through the school's internal collection of attendance data.</p> <p>Through parents attending at least one of schools open days, Parents evenings and/or Annual Review meetings.</p> <p>Further opportunities for Parents/carers to reach out for/receive support through the newly established weekly Parents/carers coffee mornings.</p>
<p>New student admissions: From 2025/2026: Improved progress for disadvantaged students in accessing a classroom environment, and playing and learning alongside peers.</p>	<p>Through evidence of improved outcomes as measured by robust Termly Class team judgements, underpinned by further internal assessment models and as reported in end of year reports to parents.</p> <p>Through a higher level of adult to pupil ratio to support the development of learning by doing, supported by a practical and appropriately differentiated delivery.</p> <p>Through a reduction in behaviour incidents for identified vulnerable students, as a result of targeted work around self prescribed strategies and de-escalation techniques.</p> <p>Through improved attendance as measured by 'NHA Admissions 2025/2026' document;</p> <p>Pre-Admission Attendance Average (within the context of reduced timetables and adapted provision): 75.07%</p>
<p>Independence and life skills: Support students to plan a future and create their own aspirations. Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through access to educational visits and targeted enrichment activities, Pupil Premium students will engage in experiences linked to their individual interests and aspirations, ensuring purposeful curriculum extension and broadening of cultural capital. All activities will be tracked through the Enrichment Pledge, with PP participation</p>



	<p>monitored for equity and engagement outcomes reported termly.</p> <p>All Pupil Premium students will have access to enrichment opportunities, with attendance monitored and reviewed via class records, pupil voice sessions, and follow-up with families. Feedback from PP students and their parents/carers will be used to assess the impact of enrichment on motivation, confidence, and aspiration.</p> <p>100% of classes, including those with high proportions of PP students, will participate in a launch event, trip, or experience each term. These experiences will be embedded in curriculum planning and designed to stimulate engagement, foster curiosity, and support social and emotional development. Participation rates and pupil reflections will inform evaluation.</p> <p>During morning and lunch breaks, Pupil Premium pupils will benefit from structured, supported play opportunities that are safe, inclusive, and emotionally supportive. Staff will promote positive engagement and reflective conversation, using restorative language and values-led behaviour approaches. Observation logs and pupil feedback will be used to assess levels of participation, enjoyment, and social interaction.</p> <p>Where appropriate, PP pupils will receive additional scaffolding or adult support to enable full participation in play, develop social skills, and promote peer relationships. These interactions will be documented and reviewed as part of regular SEMH and pastoral reviews.</p>
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<p>Cultural Capital: 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 our NHA Curriculum Universal offer, which promotes inclusion and opportunity for all.</p> <p>Through educational visits paperwork which shows a diverse take up and participation from a wide range of disadvantaged pupils.</p> <p>From feedback from professionals external to the school and from discussions with pupils and their families.</p> <p>100% pupil views obtained regarding enrichment.</p> <p>100% of pupils take part in assembly.</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>All pupils receive the opportunity for a safe and supported play during morning and lunch breaks, where reflection and positive engagement are promoted.</p>
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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: £42,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced Continuing Professional Development opportunities overseen by the school's Associate Head Teacher and linked to the School's Raising Achievement Plan</p>	<p>A whole-school CPD model led by the Associate Headteacher ensures alignment between the RAP and staff development priorities.</p> <p>Key CPD has focused on the refinement of whole-class teaching practices, with targeted Joint Practice Development (JPD) groups enhancing pedagogical consistency.</p> <p>Through this, teaching staff and support staff have engaged in</p>	<p>1; 2</p>



	<p>evidence-informed research, modelling effective teaching strategies, and collaborative evaluation. The inclusion of support staff in RAP objective targets has contributed to a culture of distributed leadership, improved classroom outcomes, and strengthened the consistency of high-quality teaching across the school.</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>Reading pedagogy has been significantly enhanced through consistent implementation of the RWI framework, under the guidance of the Deputy Headteacher and Reading Lead. Regular phonics coaching, development days with RWI consultants, and peer-led CPD have embedded fidelity to phonics routines across all classrooms. The adoption of VIPERS has standardised comprehension teaching, while interventions have targeted the lowest 20% of readers. 95% of pupils have maintained or improved spelling outcomes, and 86% of pupils working at RWI Set 3 have successfully completed the phonics programme. These actions have supported a measurable improvement in reading attainment and engagement.</p>	<p>1; 2</p>
<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 Maths Lead has driven a whole-school pedagogical shift through a strategic focus on lesson starters, manipulatives, and planning clarity. The development of the 'NHA Maths Essentials' framework, alongside co-constructed policies and one-pagers on core topics, has enhanced the quality and consistency of instruction. 100% of staff participated in JPD with a maths focus, and the reintroduction of PUMA assessments has provided robust diagnostic data to inform planning. Learning walks and book</p>	<p>1; 2</p>



	scrutiny confirm growing confidence in modelling, use of manipulatives, and formative feedback. A new LTP is in development with Trust-wide collaboration to further improve mastery and fluency.	
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	PSHE teaching has been strengthened through subject leader-driven planning, assessment moderation, and integration with pupil profiling and SEMH targets. The PSHE Lead uses data to inform CPD and shape next steps in provision. Induction of new staff now includes explicit guidance on PSHE delivery and its link to therapeutic approaches. The SCARF framework is used to measure progression in emotional literacy, while values-led activities and assemblies promote cross-curricular personal development. This has had a measurable impact on engagement and social-emotional outcomes, as seen in improved self-regulation and pupil voice responses.	1; 2; 3; 4; 5; 6; 7
Training in Restorative Practices led by the Senior Leadership Team and Therapeutic Support Workers	A whole-school training programme in restorative practice has led to embedded routines supported by class-based toolkits, therapeutic guidance, and consistent modelling. The induction of new staff now includes restorative methodology, and CPD has been delivered by both SLT and Therapeutic Support Workers. The implementation of Positive Support Plans has been transformative, contributing to a 65% reduction in Restrictive Physical Interventions (RPI). These approaches empower pupils to take ownership of behaviour and repair relationships constructively, leading to a calmer and more inclusive learning environment.	2; 3; 4; 5; 6; 7



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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed



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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support with attendance including transport, transition and engagement with school, overseen by the school's Therapeutic Support Workers</p>	<p>Bespoke transition programmes created to support transition, including home visits, attendance at multi-agency meetings and liaising with professionals.</p> <p>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.</p>	<p>4, 5, 6</p>
<p>Continued use of metacognition and small group interventions run by the Therapeutic Support Workers</p>	<p>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,</p>	<p>2, 3, 4, 7</p>



	2020)	
Pastoral Support Workers timetabled to support vulnerable students re-engaging with school, the daily routines and formal learning.	Students continue to be impacted by the pandemic, and inability to access formal education within the school setting. Students are increasingly 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.	2, 3, 5, 6
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 <u>Learning Outside the Classroom</u> (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: £ 72,763

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils - 2024 / 2025

Funding this academic year: £67,625 Number of learners in receipt of Pupil Premium 52:

Key Highlights:

1. Attendance of students in receipt of Pupil Premium funding was above non-Pupil Premium students. Attendance data for 2024/2025 was 87.84% for all students, and 88.25% 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. Pupils accessing Hill End Outdoor Education have continued for another academic year, with the addition of Blenheim links which see pupils from Tate and Moma visiting on a weekly basis. All pupils 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 pupils in Louvre gallery were given the opportunity to access an overnight residential trip 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



Intended outcome	Success criteria	Review of Impact
<p>English and maths: 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.</p>	<p>SMART and relevant targets will be embedded into the planning and delivery of sessions for all students.</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 assessing students' progress in the development of early reading skills, and progression across the academic year e.g. phonics assessments.</p> <p>Through using 'NHA Learning 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</p>	<p>EHCP Outcomes: 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.</p> <p>Maths: End of year analysis NHA Steps for Maths, highlighted no statistical disadvantage for students in receipt of Pupil Premium.</p> <p>English: . End of year analysis of the NHA Steps for Writing, highlighted Pupil Premium students made better progress compared to the school average</p> <p>End of year analysis of the NHA Steps for Reading, highlighted Pupil Premium students made better progress compared to the school average.</p> <p>100% of pupils made progress from their phonics baseline, with the majority moving through multiple phonics sets or advancing to new book groups, evidencing sustained and structured phonics development over time.</p>



	<p>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>85% of all pupils baselined at set 3 RWI in September would have 'completed' the RWI program by July 2025.</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 2025</p>	
<p>Self-esteem and confidence: 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</p>	<p>Student and parental voice: This remains exceptionally positive and complementary.</p> <p>60% 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, Celebration Assemblies, Hill End, St Edwards.</p> <p>There were a number of whole school events including Children in Need,</p>



	<p>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>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. 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">-enjoy coming to school,-felt listened too,-feel supported by staff,
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		<p>-have friends,</p> <p>-feel safe at school.</p> <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>
<p>Mental health concerns: 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</p>	<p>Behaviour analysis for students in receipt of Pupil Premium funding evidences a term-on-term reduction in incidents of challenging behaviour, when compared to both baseline levels and trends among non-PP peers. This data is tracked via Northern House Behaviour Tracking Systems and is reviewed weekly in class teams with the allocated Gallery Pastoral Lead in behaviour and attendance meetings. These meetings inform ongoing pastoral and therapeutic interventions.</p> <p>Pupil Premium pupils demonstrate a notable increase in positive relationships with both staff and peers, supported by consistent participation in restorative practices, daily emotional check-ins, and values-led reinforcement strategies. Evidence from pupil voice, classroom observations, and incident debriefs will confirm</p>



	<p>and inform provision entitlement.</p> <p>SEMH data indicates that 100% of students have made progress across the year.</p>	<p>improved peer interactions and relational confidence.</p> <p>All Pupil Premium students are included in the school's Risk and Resilience Profile system, which is reviewed termly by the safeguarding and pastoral teams. This ensures that students at heightened risk, due to factors such as trauma history, safeguarding vulnerabilities, or social isolation, are promptly identified for targeted interventions and additional adult support.</p> <p>The risk profiling process informs bespoke provision mapping, ensuring that the most vulnerable Pupil Premium students are prioritised for access to interventions such as Protective Behaviours, Art Therapy, and key adult mentoring. The profile system is used proactively to prevent escalation and supports evidence-informed planning across the academic and pastoral strands of the curriculum.</p>
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<p>Emotional Literacy: Students start to recognise, understand and express emotions.</p>	<p>Through the delivery of therapies and interventions e.g. Art Therapy.</p> <p>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> <p>SEMH Profile Tool Data indicates that 100% students have made progress across the year.</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>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>50% 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</p>
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		receipt of Pupil Premium.
<p>Improvement in levels of attendance: 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>Regular attendance meetings with The Gallery trust lead and the local authority attendance team.</p> <p>Attendance meetings between SLT and attendance lead.</p>	<p>Attendance: Attendance data for 2024–2025 shows that Pupil Premium students had a higher attendance rate (88.25%) than non-Pupil Premium peers, and above the national average for special schools. This demonstrates the positive impact of targeted attendance support strategies on this vulnerable cohort.</p> <p>Support for Pupil Premium families has included extensive collaboration with the Local Authority, particularly in securing transport, 1:1 or 2:1 support, and bespoke attendance plans. These measures have helped to remove barriers to attendance and ensure that students with complex SEMH needs can access learning consistently.</p> <p>Attendance is forensically analysed weekly within behaviour and attendance meetings and termly with the trust lead for attendance. Disaggregated by Pupil Premium, year group, SEND need, and contextual risk factors. This analysis informs RAP reviews, supports strategic decision-making, and enables timely intervention for pupils with emerging patterns of non-attendance.</p> <p>Pupil Premium attendance data is triangulated with</p>



		<p>behaviour, TOPs target progress, and NHA Learning Steps assessments, ensuring that attendance is not viewed in isolation but as part of a broader picture of student engagement and success.</p> <p>Monitoring and support are coordinated through weekly Attendance and Pastoral Review meetings, where trends and concerns for PP pupils are discussed and followed up with direct family engagement or additional in-school support.</p> <p>The school's overall attendance of 87.84% reflects strong whole-school systems, with Pupil Premium pupils outperforming the whole-school average, indicating that disadvantaged pupils are benefiting from focused, high-quality pastoral interventions.</p>
<p>New student admissions: From 2024/2025: 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. 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.</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>Parents and Carers: 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</p>



		<p>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 82%.</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>Independence and life skills: 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>Hill End: 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>Residential: 100% of students in receipt of PP were offered the opportunity to access an overnight residential from Louvre Gallery. 100% students in receipt of PP</p>



		<p>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>St Edward's: 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>School Events and Trips: 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>Cultural Capital: 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>Educational Visits: 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</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>100% of pupils will have experienced St Edward's student link.</p> <p>50% of students attend a lunch time school club.</p>	<p>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, Celebration Assemblies, Hill End, St Edwards.</p> <p>There were a number of whole school events 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">-enjoy coming to school,-felt listened too,-feel supported by staff,-have friends,-feel safe at school. <p>St Edward's: 100% of students within the</p>
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		<p>school, including those in receipt of PP, have had St Edward's students visit their classes to support with learning.</p> <p>School Events and Trips: 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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