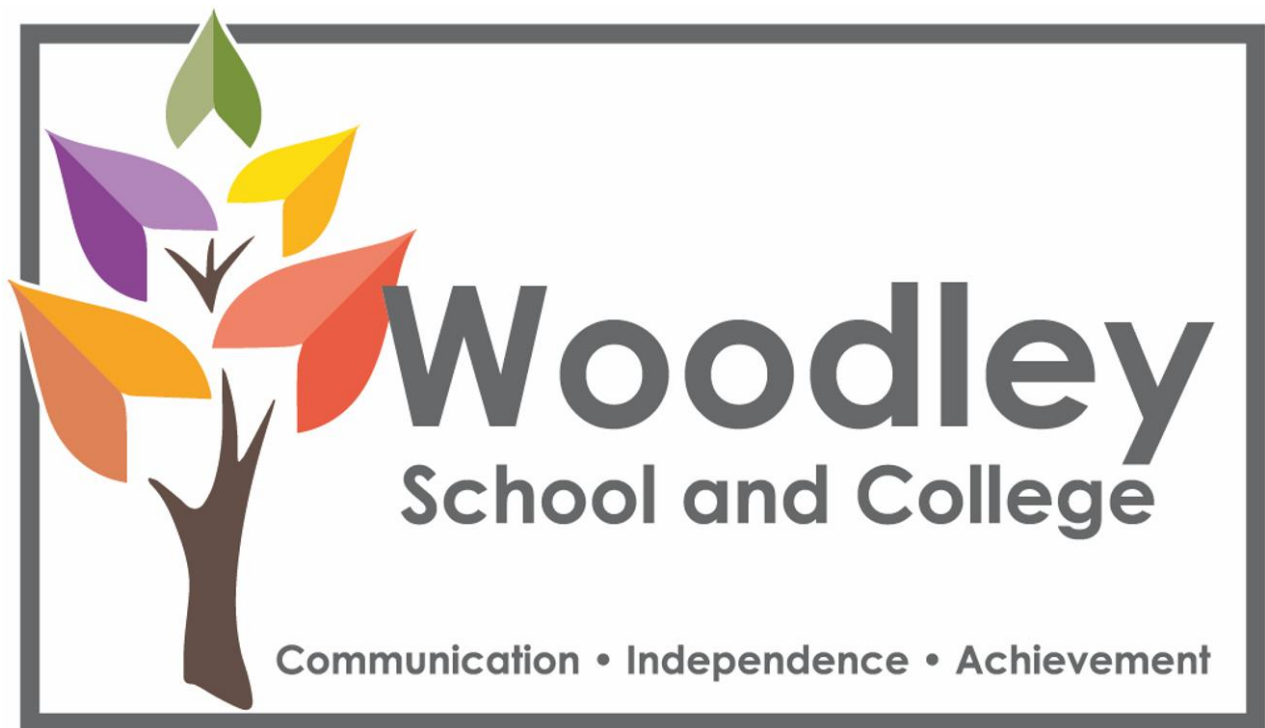


Pupil premium Strategy

2025 - 2028



strategy statement

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	185
Proportion (%) of pupil premium eligible pupils	33%
2	2024-25 2025-26
Date this statement was published	May 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Governors
Pupil premium lead	Adrian Sugden
Governor / Trustee lead	Warwick Firmin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,730.52
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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>	£82,730.52

Part A: Pupil premium strategy plan

Statement of intent

At Woodley School and College, we use pupil premium funding to achieve and sustain positive outcomes for pupils and students on the autism spectrum, many of whom have a broad range of associated communication, interaction, social, sensory and learning needs. A very large majority of learners have co-occurring differences and some have co-occurring conditions.

Woodley School and College is committed to providing the best possible education for every individual learner. Our core purpose is **improving communication, independence and achievement**, and we set high aspirations and expectations for all pupils and students. This includes making appropriate provision for learners who belong to vulnerable groups, including those who may be socially disadvantaged, so that everyone is given every opportunity to realise their potential.

High expectations and learner voice influence everything we do. We deliver an ambitious thematic curriculum that is shaped around the bespoke needs of our pupils and students and designed by Woodley School and College staff. We enrich learning through carefully planned experiences that build communication, independence and achievement, underpinned by a strong understanding of our learners, families and their lives.

We gather information from a variety of stakeholders including pupils and students, staff, parents and carers, social care and health professionals. Together, this builds a deeper understanding of the barriers faced locally by our learners and families. This knowledge helps us to identify need early and to intervene using strategies that strengthen communication, promote independence and support sustained achievement.

Our approach is responsive to both common challenges and individual needs, rooted in assessment and detailed knowledge of each learner, not assumptions about the impact of disadvantage. The approaches we adopt complement one another to remove barriers and enable pupils and students to communicate effectively, develop independence and achieve well.

To ensure our pupil premium strategy is effective, we will:

- Ensure disadvantaged pupils and students are consistently challenged, with high expectations for communication, independence and achievement, alongside their SEND needs.
- Act early to intervene at the point need is identified, using assessment to inform swift, targeted support.
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged learners' outcomes and raise expectations of what they can achieve.
- Provide high-quality CPD so staff deliver strong quality-first teaching, including approaches that develop communication and independence.
- Provide targeted interventions and support to address identified gaps and barriers, including small-group work and 1:1 support where appropriate.
- Target funding so all pupils and students access first-hand experiential learning opportunities that build cultural capital and real-world independence.
- Provide opportunities for all learners to participate in sport and wider enrichment, supporting wellbeing, belonging and achievement.

- Provide appropriate nurture and pastoral support to develop emotional regulation, positive relationships, mental health and readiness to learn.

This is not an exhaustive list; strategies will change and develop in response to emerging evidence and the needs of individuals.

Our strategy is centred on high-quality, individualised teaching that focuses on the most essential priorities for disadvantaged pupils and students. Support is informed by thorough assessment and carefully selected interventions so that learners can access a rich, balanced curriculum and make measurable gains in communication, independence and achievement.

Woodley School and College is a setting where children's rights are at the heart of our ethos and culture, supporting wellbeing and enabling every learner to develop their talents and abilities to their full potential improving their Quality of Life. Our commitment to **improving communication, independence and achievement** is strengthened when learners understand and exercise their rights in daily school and college life.

Implicit in the intended outcomes detailed below is the intention that outcomes for non-disadvantaged pupils and students will improve alongside progress for their disadvantaged peers.

We maximise the impact of pupil premium through a long-term three-year strategy aligned to the School Development Plan. This enables us to implement a blend of short-, medium- and long-term approaches and to align pupil premium spending with wider improvements that strengthen communication, independence and achievement for all learners.

We also provide pupils and students with support to move successfully through education and transition into adulthood. This includes developing social communication and independence skills and ensuring that high-quality work experience, work-related learning and careers guidance are available to all.

Challenges

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

Challenge number	Detail of challenge
1	Barriers affecting speech, language and communication: Assessments, observations and pupil discussions indicate that disadvantaged pupils and those with complex SEND often present with underdeveloped language skills and communication differences (e.g., non-speaking, language delay, limited expressive/receptive language and difficulties with social interaction). Many also experience greater challenges with social understanding, which can

	contribute to social isolation. These factors represent significant barriers to learning.
2	Responding and supporting the unique needs of our pupils: At Woodley School and College, we recognise that every pupil has a distinct profile of strengths and needs and may experience different barriers to learning. Our assessment information, daily observations and teaching practice show that some pupils find it difficult to access learning and retain key ideas and concepts due to sensory processing needs, sensory overstimulation and difficulties with self-regulation. This can affect both engagement in learning and behaviour. We therefore use highly personalised approaches to support pupils to take part successfully in teaching and learning. Support may include targeted 1:1 work, structured small-group teaching and specialist interventions, and is particularly important in the core areas of English and Maths.
3	Independent skills Observations, alongside discussions with families, wider agencies and the student and family team support team, indicate that some disadvantaged pupils have fewer opportunities to practise and generalise key independent living skills beyond school. Where families face practical barriers to accessing the local community, pupils may have reduced chances to develop confidence with everyday routines such as travel training, shopping, handling money, using community facilities and interacting with unfamiliar people. Many pupils therefore require sustained, structured support to develop independence, which can affect their readiness for adulthood. Opportunities for careers education, employability skills and meaningful work experience can also be limited for young people with complex additional needs. This may reduce the range of real-world contexts in which pupils can apply and strengthen independent skills, and increases the importance of carefully planned, personalised pathways to support preparation for adulthood.
4	Health and wellbeing: At Woodley School, we are committed to improving every pupil's health and wellbeing so that they feel safe, valued and ready to learn. Through observations, records and research, we recognise that some pupils experience sensory dysregulation which can affect their ability to achieve and maintain a constant regulated state and, in turn, their focus and engagement in learning. Our Wellbeing Lead works closely with staff to develop a consistent, whole-school approach to support positive mental health and

	healthy relationships. This is strengthened by our Student and Family Liaison Team, who build trusted partnerships with pupils and families, help remove barriers to attendance and engagement, and ensure that support is coordinated between home and school. We actively use student voice to shape our provision, ensuring pupils are listened to and that support reflects what matters to them. We also understand that physical and motor challenges (including poor coordination and low muscle tone) can impact pupils' participation in play, sport and everyday independence. We provide targeted support, interventions and strategies to help pupils develop self-regulation and build confidence, alongside access to a range of physical activities, including swimming, sensory gym work and rebound therapy to strengthen motor skills and overall wellbeing. Our engaging life skills curriculum underpins this work, supporting pupils to develop the knowledge and skills they need for lifelong independence and an improved quality of life.
5	Attendance For our most vulnerable pupils, including those eligible for pupil premium grants, strong attendance is essential to ensure access to learning, support and wider school experiences. We are committed to improving our overall attendance rate, including the attendance of children eligible for pupil premium grants. Our Student and Family Team works positively and proactively with families, building trusting relationships, offering practical guidance and signposting to appropriate support so that barriers to attendance can be addressed early. Assessment, observations and discussions with families indicate that limited access to support services and difficulties managing behavioural or sensory needs at home can impact consistent attendance, and therefore a tailored, family-centred approach remains key. Summer school also provides a highly positive experience for pupils, strengthening routines, confidence and relationships with staff and peers, which supports engagement and helps families feel reassured about regular attendance.

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
To strengthen disadvantaged pupils' communication (including expressive, receptive and social communication) so they can share their views, make choices and take an active part in learning and relationships, improving Quality of Life. This addresses identified barriers affecting speech, language and communication (Challenge 1) by ensuring every learner is supported to communicate effectively, build independence through self-advocacy and make sustained achievement.	Pupils and students increasingly express their wishes, feelings, needs and interests using an appropriate communication system (e.g., AAC, visuals, spoken language), demonstrating improved independence and self-advocacy (Challenge 1). Assessment and ongoing observation show measurable gains in attention to communication, comprehension and expressive skills, enabling pupils to access learning more consistently and achieve well. Learners initiate and respond to interactions more frequently with peers and adults, showing improved turn-taking, shared attention and repair strategies, supporting belonging and wellbeing. Communication approaches are embedded across the day so pupils generalise skills beyond the classroom (e.g., lunch, play, community learning), strengthening independence and Quality of Life. Pupil voice evidence shows learners feel listened to and can influence decisions about their learning and support, reflecting our children's rights ethos and high expectations.
To improve disadvantaged pupils' readiness to learn by meeting sensory processing and self-regulation needs through consistent, personalised support, so pupils can engage, communicate and achieve with increasing independence (Challenge 2), improving Quality of Life.	Increased sustained engagement in learning activities (whole-class, small-group and independent) as pupils experience a better sensory fit and reduced sensory overload (Challenge 2). Improved use of co-regulation and self-regulation strategies (e.g., planned sensory breaks, movement, communication supports), supporting wellbeing and readiness to learn. Observable progress in functional fine and gross motor participation that increases independence in everyday

	tasks (e.g., writing tools, dressing routines, PE and play). Reduced barriers to communication and interaction as pupils can remain regulated for longer, enabling them to participate socially and achieve more consistently across the day.
To increase disadvantaged pupils' independence and preparation for adulthood by widening access to real-life and community learning (e.g., travel training, money, shopping, work-related learning), so pupils can generalise skills beyond school (Challenge 3) and improve Quality of Life. Learners develop confidence, communication and functional independence so they can participate more fully in their communities and achieve personalised next steps.	Pupils demonstrate increased independence in targeted life skills (e.g., travel, shopping, community access, personal organisation) and can generalise these across settings (Challenge 3). Pupils access enriched experiences (culture, sport, arts and community participation) that build belonging and wellbeing and broaden aspirations. Learners apply communication and problem-solving skills in real contexts (e.g., asking for help, making choices, following routines), supporting independence and achievement. Improved access to meaningful careers education, employability and work-related learning, including personalised pathways and supported experiences where appropriate (Challenge 3). Pupil voice and wellbeing indicators show increased confidence, reduced anxiety around community access and improved Quality of Life.
To improve attendance and sustained engagement for disadvantaged pupils by reducing wellbeing-related barriers (including sensory dysregulation, mental health and family pressures) through coordinated, relational support (Challenges 4 and 5), so pupils can access learning, build independence and achieve, improving Quality of Life.	Early help and family partnership work improve access to external services and practical support, reducing barriers that impact attendance (Challenge 5). Pupils show improved regulation, relationships and emotional wellbeing (Challenge 4), enabling more consistent access to learning and better progress in communication, independence and achievement. Parents/carers report feeling listened to and supported; pupil voice is used to shape provision and remove barriers, reflecting our children's rights ethos and strengthening Quality of Life. A measurable improvement in attendance and reduction in persistent ab-

	sence for disadvantaged pupils, supported by timely interventions and agreed plans (Challenge 5). Reduced learning disruption linked to health, sensory and family circumstances, so pupils can participate in curriculum, enrichment and community learning that strengthens independence and achievement.
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Activity in this academic year 2025 - 26

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: £33500.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA	Deploy HLTAs to strengthen Good Autism Practice (GAP) quality-first teaching by planning and delivering structured small-group teaching (and occasional short, time-limited 1:1) that is explicitly aligned to teacher-led learning intentions with post-lesson feedback so approaches are consistent across the day. EEF guidance on teaching assistant deployment emphasises that teaching assistants should supplement – not replace – the teacher, and that pupils who struggle most should continue to have access to high-quality teacher input. It also highlights the importance of deploying TAs to scaffold learning in ways that build pupil independence and, where appropriate, to deliver well-chosen, evidence-based, GAP structured interventions with clear objectives and training. At Woodley, HLTA support will prioritise disadvantaged pupils with significant communication and	1, 2

	regulation barriers, using consistent scaffolding (visuals, modelling, prompting and gradual release) and monitoring impact through engagement measures (e.g. marking strips) and progress against EHCP and personalised communication and curriculum targets (linked to intended outcomes for Communication, Independence and Achievement).	
ETA 1 to 1	Deploy Education Teaching Assistants (ETA) for targeted 1:1 support to remove immediate barriers to learning for identified disadvantaged pupils (e.g., supporting communication systems, engagement and regulation), while ensuring the teacher remains accountable for learning and that 1:1 support is time-limited, goal-led and designed to increase independence, Communication and Achievement. EEF guidance on TA deployment stresses that pupils who struggle most should spend at least as much time with the teacher as other pupils, so 1:1 TA support should be used carefully to supplement teacher instruction rather than replace it. The guidance also recommends that TAs use structured scaffolding (modelling, prompting, clueing and gradual removal of support) to develop pupils' independent learning, and that TA-delivered approaches should be evidence-based, structured, and supported through preparation and training. At Woodley, ETAs will use consistent communication supports (AAC/visuals, aided language modelling, structured choices, timetables, now and next, transition traffic lights), sensory-informed co-regulation strategies and predictable routines so pupils can participate in teacher-led learning, communicate needs and gradually require less adult support over time (aligned to intended outcomes for	1, 2, 4

	communication and readiness to learn).	
<i>Specialist staff Training</i>	Provide ongoing specialist staff training and coaching so teaching is consistently adapted to pupils' communication, sensory and self-regulation needs (e.g., GAP, effective use of AAC and visuals; Intensive Interaction; structured teaching routines; scaffolding that promotes independence; explicit modelling and metacognitive talk; and co-regulation strategies that reduce barriers to learning). EEF guidance on Effective Professional Development highlights that improving teaching quality is pivotal for pupil outcomes (particularly for disadvantaged learners) and that PD is more effective when it focuses on clear mechanisms (e.g., revisiting prior learning, goal setting, feedback and action planning), builds knowledge and teaching techniques, and includes support to embed practice over time. EEF guidance on metacognition and self-regulated learning identifies metacognition/self-regulation as a high-impact, low-cost approach, recommending explicit teaching, modelling and scaffolding of planning, monitoring and evaluating learning. Training will therefore prioritise classroom routines, fundamentals, GAP and adult language that help pupils become increasingly independent learners (where appropriate), while recognising that for some pupils self-regulation is developed through co-regulation, structure and consistent adult responses.	1, 2, 4
Attention Autism	Train a member of staff as an Attention Autism (Bucket Time) instructor so staff can deliver a consistent, structured approach to	1, 2

	developing pupils' shared attention, engagement, turn-taking and early social communication in small-group sessions, and then generalise these skills into classroom learning. Attention Autism is a widely used, structured programme developed by a speech and language therapist to build attention and social communication through motivating, adult-led group routines. The current peer-reviewed evidence base is emerging rather than extensive; however, practice-based reports and ongoing evaluation studies indicate potential benefits for attention, joint attention and social communication when delivered with fidelity and matched to pupil readiness. At Woodley, this supports intended outcomes for communication and readiness to learn by increasing sustained engagement, improving pupils' ability to attend to adult modelling and shared activities, and building turn-taking and interaction routines that underpin access to literacy and wider learning. Impact will be reviewed through observation/assessment of attention, engagement time, initiation/response and participation in group learning.	
Champions	Develop "Champions" by training staff in targeted, structured approaches (e.g., Brick Therapy/Play Brick Therapy and Rebound Therapy) so specialist strategies are delivered with fidelity, modelled to colleagues, and integrated into classroom and wider provision for disadvantaged pupils with the greatest barriers. A large school-based cluster randomised controlled trial of LEGO®-based therapy (Play Brick Therapy) reports small short-term improvements in teacher-rated social skills for autistic children, and implementation research highlights the importance of facilitator training	1, 2, 4

	and adherence to core programme elements (roles, collaboration and adult facilitation of interaction) to secure impact. For Rebound Therapy, the evidence base is developing and includes case-study and small-scale research suggesting potential benefits for motor participation, balance/coordination and aspects of attention and regulation when delivered by trained staff with appropriate risk assessment. We will use Rebound Therapy where it is matched to individual sensory-motor and regulation needs and linked to personalised targets. At Woodley, Champions will ensure these approaches support intended outcomes for communication (Challenge 1), readiness to learn/sensory regulation (Challenge 2) and wellbeing (Challenge 4), with impact reviewed through participation, observational measures, individual targets and evidence of generalisation into learning and social times.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £34,600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forrest school</i>	Use structured, targeted small-group and/or 1:1 academic support within the Forrest School provision to accelerate progress in core learning (independence, communication, literacy and maths), with a clear assess-plan-do-review cycle and strong links to classroom teaching.	1, 2, 3

	Evidence indicates that targeted academic support can have a positive impact for pupils who are not making good progress; small-group tuition (2–5 pupils) has an average impact of around +4 months additional progress in mainstream schools when it is targeted using assessment and delivered by trained staff), and 1:1 tuition has an average impact of around +5 months, particularly when it is additional to and explicitly linked with normal lessons (no evidence of impact available for special schools). We will prioritise disadvantaged pupils with the greatest need, set clear short-term outcomes (linked to EHC/IEP and curriculum targets), and monitor impact through regular review of engagement, work samples and assessment information so support remains responsive to sensory/regulation needs and communication differences.	
Therapy	Provide targeted specialist therapy using our tiered approach (e.g., speech and language therapy, occupational therapy, regulation and sensory-motor programmes) to reduce barriers to learning by strengthening communication systems and improving sensory processing, attention and self-regulation so pupils can engage more consistently in academic learning. Our provision follows a three-tier approach to removing barriers and securing the intended outcomes for disadvantaged pupils: Tier 1 (universal offer) – consistently strong, communication-rich, autism-informed quality-first teaching and whole-school routines for regulation and wellbeing; Tier 2 (targeted, class-based support) – additional structured scaffolding and small-group approaches delivered within/alongside class learning for pupils who need extra help to	1, 2, 4

	engage and make progress; and Tier 3 (intensive, individual support) – time-limited, goal-led 1:1 support and specialist input for pupils with the most significant barriers. Movement between tiers is informed by ongoing assessment and review so support remains responsive to need across communication, readiness to learn and wellbeing. EEF guidance on SEND emphasises complementing high-quality teaching with carefully selected small-group and 1:1 interventions, matched to identified need and reviewed for impact. Where pupils have significant communication differences, research evidence supports the use of structured, evidence-based approaches within AAC teaching (e.g., modelling, prompting, reinforcement and naturalistic approaches) to increase functional communication and participation. Therapy input will be integrated with classroom practice (shared targets, staff coaching and consistent strategies across the day) so gains transfer into literacy, maths and wider curriculum learning, and will be monitored through individual targets, observation and engagement measures.	
<i>Music therapy</i>	Provide music therapy as a targeted intervention to support communication, interaction and emotional regulation for pupils who benefit from structured, motivating and sensory-attuned approaches, enabling improved readiness to learn and participation in academic and wider learning. Systematic reviews and meta-analyses report that music therapy/music-based interventions can have beneficial effects for autistic children, including improvements in social interaction and communication and aspects of	1, 2, 4

	behaviour/self-regulation and quality of life. We will use this intervention where it is assessed as a good match to individual need, with clear targets and review points. Targets will explicitly link to intended outcomes in communication, independence and readiness to learn (e.g., increased initiation/response, turn-taking, joint attention; improved co-regulation; reduced anxiety) and evidence will be gathered through session records, observational measures and pupil voice.	
Active Kids PE	Deliver sensory-based physical education (Active Kids PE) as a targeted programme to improve pupils' readiness to learn by strengthening co-regulation/self-regulation, attention and engagement through structured movement, while also building confidence, physical wellbeing and participation. EEF evidence indicates that physical activity interventions have a small positive impact on academic attainment on average (around +2 months) and offer important health and wellbeing benefits. The EEF notes that impacts vary and are more likely when programmes are well structured and, where appropriate, make explicit links to learning and engagement routines rather than relying on sport participation alone. For Woodley pupils, this approach is used to address sensory processing and regulation barriers (Challenge 2) and wellbeing/regulated learning time (Challenge 4), supporting intended outcomes around sustained engagement, increased regulated learning time and improved participation in curriculum and enrichment.	2, 4
Lunch clubs	Provide structured lunchtime clubs (team and play clubs) including Brick Therapy (LEGO®-based social	1, 4

	play) and Dungeons & Dragons to strengthen communication, interaction, turn-taking and belonging, reducing social isolation and anxiety and improving readiness to learn in afternoon sessions. Research evidence indicates that structured, interest-based group activities can support social communication and peer interaction for autistic pupils. In particular, a large school-based cluster randomised controlled trial of LEGO®-based therapy ('Play Brick Therapy') found small positive improvements in teacher-rated social skills in the short term, and the wider evidence base describes LEGO®-based approaches as structured opportunities to practise role-based collaboration, joint attention and referential communication with adult facilitation. We will use these clubs as a targeted approach for disadvantaged pupils who need additional support with communication and social interaction (Challenge 1) and wellbeing/belonging (Challenge 4). Impact will be reviewed through participation/attendance at clubs, pupil voice, and observation of initiation/response, turn-taking and peer interaction, aligned to intended outcomes for communication and wellbeing.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,130.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Outside sensory play equipment</i>	Invest in outdoor sensory play (new swings in Thrive) equipment and	2, 4

	structured play opportunities to provide safe, predictable sensory-motor input (e.g., climbing, swinging, heavy work, balancing) that supports regulation, social interaction and communication, improving pupils' readiness to learn and wellbeing across the day. Challenge evidence shows many pupils experience sensory processing differences that can lead to dysregulation and reduced engagement (Challenges 2 and 4). Research on sensory interventions indicates that some sensorimotor approaches (including movement and physical activity opportunities) can support attention, participation and self-regulation for pupils with sensory processing needs, although effects vary and require individualised matching and monitoring. We will therefore use outdoor sensory provision as part of a planned regulation approach: staff will teach routines for using equipment, integrate it into sensory plans and co-regulation strategies, and review impact using engagement observations, incidents of dysregulation, and pupil voice (aligned to intended outcomes for readiness to learn and wellbeing).	
Welfare/attendance team	Strengthen the welfare/attendance team to deliver a proactive, relational and data-informed attendance approach: early identification of barriers, rapid follow-up of absence, and coordinated "support first" plans with families and partner agencies, with particular attention to pupils whose attendance is affected by SEND, mental/physical health or family pressures. DfE statutory guidance emphasises that improving attendance relies on building strong relationships with families, understanding the drivers of absence, using robust day-to-day processes, and putting targeted	5, 4

	support in place before absence becomes persistent or severe. It also highlights the need to provide additional support for pupils absent in relation to their SEND or ill health and to work in partnership with local authorities and other agencies where barriers sit beyond the school gate. The EEF evidence base suggests promising features of attendance improvement approaches include parental engagement and responsive interventions tailored to the specific reasons for absence. Our team will therefore combine clear routines (first-day response, agreed plans, review meetings) with practical family support and signposting, monitoring impact through attendance data, persistent absence rates, and improved engagement in learning (aligned to intended outcomes for attendance and sustained engagement).	
<i>Wellbeing lead teacher</i>	Sustain a Wellbeing Lead Teacher to coordinate whole-school and targeted approaches that strengthen emotional wellbeing, positive relationships and regulation (including consistent adult responses, co-regulation strategies and pupil voice), and to ensure joined-up support across home, school and external services. EEF evidence indicates that social and emotional learning approaches can improve pupils' outcomes (including academic progress) and support self-management of emotions and relationships. EEF behaviour guidance also highlights that effective approaches start with understanding pupils and their influences, building supportive relationships, and using consistent whole-school routines, alongside targeted support for individuals with additional needs. At Woodley, the Wellbeing Lead will prioritise disadvantaged pupils experiencing dysregulation, anxiety	4, 5, 2

	or reduced engagement, working with the Student and Family Liaison Team to remove barriers to attendance and learning. Impact will be reviewed using wellbeing indicators (engagement/regulated learning time, incidents of dysregulation, pupil voice and family feedback) and attendance patterns, aligned to intended outcomes for wellbeing and sustained engagement.	

Total budgeted cost: £82,730.52

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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