



Pupil Premium 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 effect that last year's spending of Pupil Premium had within our school.

School Overview

Detail	Data
School name	Orchard Manor School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	40.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025- 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Nicola Jones, Headteacher
Pupil premium lead	Nicola Jones
Governor / Trustee lead	Maggie Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£111,025

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intent is to ensure that every disadvantaged pupil, especially those with SEND and those facing wider vulnerabilities, receives a consistently high-quality education that enables them to achieve well, develop essential skills for adulthood, and participate fully in school life. We aim to remove barriers to learning by strengthening high-quality teaching, delivering targeted academic and pastoral support, and by addressing wider influences such as attendance, wellbeing, communication, self-regulation and access to enrichment.

We prioritise high-quality classroom practice, as this has the greatest impact on long-term outcomes for disadvantaged learners. Teaching will be strengthened through evidence-based professional development focused on systematic phonics, mastery approaches in mathematics, adaptive teaching, and Communication & Interaction (C\&I) strategies. Our curriculum is sequenced to build knowledge, communication and fluency over time, ensuring disadvantaged pupils keep up rather than catch up with their peers.

Recognising the critical importance of accurate assessment and ambitious target-setting in securing strong outcomes for disadvantaged pupils, we will further strengthen our strategy by developing a more precise and coherent approach to tracking progress over time. This will ensure that disadvantaged pupils' needs are accurately identified, monitored and responded to. As part of this, we will deepen the embedding of our Explore, Discovery and Investigate pathways, enabling us to tailor provision more effectively and direct specialist and educational support where it has the greatest impact. This enhanced pathway model will also support more refined tracking of disadvantaged groups across a wider range of measures—including academic progress, communication and interaction, independence, engagement and readiness to learn—allowing leaders to intervene earlier, more strategically, and with greater precision.

Where pupils require additional help, we provide precise, time-limited interventions informed by robust assessment, including small-group and one-to-one tutoring in reading, language comprehension and mathematics. These interventions are delivered by trained staff—including teacher and HLTA-led reading and maths support and specialist OT and SALT-informed programmes.

We also recognise that disadvantaged pupils often face wider challenges. Our strategy therefore includes targeted work to improve attendance, strengthen self-regulation, enhance wellbeing, and increase participation in enrichment. Through the Family Liaison Practitioner, OT-supported regulation work, and a well-resourced enrichment programme, we aim to build pupils' confidence, resilience, independence and sense of belonging.

By implementing these approaches, we intend to ensure that disadvantaged pupils:

- make accelerated academic progress, particularly in core subjects
- develop secure reading, language and communication skills
- strengthen emotional regulation, confidence and independence

- sustain high levels of attendance, reducing persistent/severe absence
- access a broad, ambitious curriculum enriched with meaningful experiences
- are well-prepared for successful post-16 pathways and future employment

Challenges

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

Challenge Number	Detail of Challenge
1	Our assessments show that disadvantaged pupils often make slower academic progress from their starting points, particularly in maths, with some variation in reading and writing. This reflects the national picture, where disadvantaged pupils are around four months behind on entry and the attainment gap widens across primary and secondary phases. [education...ion.org.uk] , [link.springer.com]
2	A second challenge is the higher prevalence of reading and language comprehension difficulties among our disadvantaged pupils, often compounded by SEND needs. This aligns with national findings showing that three-quarters of schools identify reading and language weakness as key barriers for disadvantaged learners
3	<p>Disadvantaged pupils also have reduced access to enrichment, including educational visits, sporting festivals, community experiences, travel training, and residential or adventurous activities. This is often due to barriers associated with need, finance and in the case of Orchard Manor, some pupils travel long distances to attend school and so are late home or have not made friends in their local area which may affect their confidence to join clubs.</p> <p>These missed opportunities limit their development of essential social, communication and life skills. National evidence shows disadvantaged pupils are less likely to participate in enrichment, despite strong DfE findings that such activities build confidence, resilience and teamwork. Government-supported research also evidences that outdoor and nature-based learning improves behaviour, wellbeing, attendance and engagement, yet these benefits are less accessible without targeted support.</p> <p>Reduced access to enrichment, limiting social and life-skills development</p> <p>DfE research shows extracurricular and enrichment activities significantly improve life skills, confidence and resilience, yet access is uneven nationally, with disadvantaged pupils less likely to participate—reflecting what we see locally.</p>
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the impact of lockdown, cost of living crises and a reduction in outside services to support families to a greater extent than for other pupils. These findings are backed up by several

	<p>national studies. This means the school needs to develop its ability to access wider services while improving the universal offer and its approach to Early Help to support pupils as they progress to adulthood.</p> <p>Impact of the pandemic, cost-of-living pressures and reduced external services</p> <p>National studies show the attainment gap has widened since the pandemic and disadvantage-related factors (e.g., cost of living, reduced services) continue to affect pupils’ wellbeing and educational outcomes more strongly.</p> <p>[epi.org.uk]</p>
5	<p>While attendance for PP is improving, gaps remain, reflecting national findings that poor attendance is one of the top barriers to disadvantaged pupils’ progress</p> <p>Attendance rates that lag behind those of non-disadvantaged pupils</p> <p>Poor attendance remains one of the top national barriers to disadvantaged pupils’ progress, with three-quarters of schools identifying it as a key challenge—consistent with our attendance analysis.</p> <p>[educatione...ion.org.uk]</p>

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

School and national evidence have already been gathered in earlier steps; this table focuses on *outcomes and measures*.

Intended Outcomes & Success Criteria Table

Activity in this Academic Year Activities, Costings, Success Criteria & Evidence (by Challenge Area)

Key Target Areas (Summary)

- **Improve progress in mathematics** by strengthening high-quality teaching, providing targeted HLTA-led interventions, and closing the PP–non-PP attainment gap.
- **Strengthen reading, language and communication** through systematic phonics, SALT-informed practice, targeted interventions, and consistent C&I routines across the school.
- **Increase access to enrichment and develop self-regulation** by funding outdoor learning, visits and clubs, and embedding whole-school regulation approaches such as Zones of Regulation.
- **Improve wellbeing, regulation and early-help support** by scaling OT-led universal strategies, embedding EHCP targets, and strengthening multi-agency collaboration for disadvantaged pupils.

- **Reduce persistent and severe absence** through sustained family engagement, personalised attendance plans, weekly multi-agency reviews, and continued investment in the Family Liaison Practitioner role.

Challenge area	Activities needed (including PP-funded actions)	Costings (PP)	Success criteria	Evidence: why this will have impact (school & national)
<p>Focus Area 1: Improving Maths progress and outcomes:</p> <p>Focus Area 1: Accelerating progress in Maths</p> <p>We will accelerate progress in maths from pupils' starting points by combining high-quality teaching with precise, data-led intervention. Our intent is to ensure disadvantaged pupils (PP) receive early, well-targeted support that closes gaps swiftly, while strengthening universal classroom practice so progress is sustained and scalable.</p>	<p>Deploy 0.5 HLTA to deliver RWINC/Freshstart and targeted reading.</p> <p>0.5 HLTA to run small-group maths; use diagnostics to adapt teaching.</p> <p>Improve assessment, targeting and tracking of PP and other disadvantaged pupils through implementation of EFL</p> <p>Ensure high quality peer-to peer support for Tas and teachers to ensure quality of teaching and learning remains high</p> <p>Embed CPD approach to include inclusive practices e.g. modelling, scaffolding, retrieval, manipulatives, worked examples, checking for understanding, small steps frameworks. etc</p> <p>Ensure access to quality schemes of work, concrete apparatus.</p> <p>Support curriculum and assessment leadership</p>	<p>HLTA 0.5 (£15,000) FTE (PP-funded)</p>	<ul style="list-style-type: none"> • Maths: PP \geq 77% secure; PP–non-PP gap \leq 3pp. • Reading \geq 80% secure; Writing \geq 72%. • End-of-year assessments show improved progress from baseline. 	<p>School evidence:</p> <p>Current data shows that while disadvantaged pupils achieve strongly in English (PP reading 82% vs 75% non-PP; writing at parity), there remains a clear attainment gap in mathematics, with PP pupils at 73% secure compared to 79% for non-PP. This identifies maths as a priority area and demonstrates the need for targeted, high-quality intervention to address the gap. The deployment of HLTA capacity to support small-group teaching ensures resources are directed where the gap is most significant. [Pupil Prem...nt 2025 26 Word]</p> <p>National evidence:</p> <p>Nationally, disadvantaged pupils begin school around four months behind their peers on average, and the disadvantage gap widens through primary and secondary phases. This reinforces the need for sustained, targeted intervention in mathematics to prevent widening inequality and to secure long-term improvement in outcomes for disadvantaged pupils. [link.springer.com]</p>

Challenge area	Activities needed (including PP-funded actions)	Costings (PP)	Success criteria	Evidence: why this will have impact (school & national)
<p>Focus Area 2: Improving Reading, Language & Communication for Disadvantaged Pupils</p> <p>A significant group of our disadvantaged pupils present with delays in reading, language comprehension and expressive/receptive communication, often overlapping with SEND needs. This limits their access to the wider curriculum and affects long-term outcomes. Our intention is to strengthen early language foundations, ensure high-quality reading instruction, and embed consistent Communication & Interaction (C&I) practice across the school so that disadvantaged pupils can make sustained progress.</p>	<p>Fund SALT 2 days/week (HLTA rate) for individual PP programmes and C&I staff development (coaching/CPD).</p> <p>Continue targeted phonics/comprehension/1:1 reading (RWINC etc.).</p> <p>Improve assessment, targeting and tracking of PP and other disadvantaged pupils through implementation of EFL</p> <p>Ensure high quality peer-to peer support for TAs and teachers to ensure quality of teaching and learning remains high</p> <p>Embed CPD approach to include inclusive practices e.g. modelling, scaffolding, retrieval, worked examples, checking for understanding, small steps frameworks.</p> <p>etc</p> <p>Support curriculum and assessment leadership</p>	<p>SALT 2 days/week (£15,000) (PP-funded)</p>	<ul style="list-style-type: none"> • 100% of identified pupils make expected progress in phonics. • Reduced PP/non-PP gap in reading comprehension. • EHCP C&I targets include termly milestones met. 	<p>School evidence:</p> <p>Improvements in primary EHCP outcomes have already been seen where pupils received coordinated support from SALT, OT and Family Liaison, demonstrating that targeted communication intervention accelerates progress. However, C&I implementation remains uneven across classes, and pupils with the highest language needs still require more consistent modelling, structured dialogue and targeted phonics/reading intervention. Strengthening SALT-informed practice and coaching staff in consistent C&I routines is therefore essential to securing reliable progress for disadvantaged pupils.</p> <p>National evidence:</p> <p>Nationally, reading difficulties are identified by around 75% of schools as one of the biggest barriers to disadvantaged pupils’ attainment, highlighting the need for systematic and well-structured literacy and language provision. The wider disadvantage gap—already widened post-pandemic—shows that early language delays and gaps in communication disproportionately affect</p>

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				<p>disadvantaged pupils, making high-quality phonics, vocabulary instruction and targeted oral-language support essential.</p> <p>Together, this evidence reinforces that a sequenced reading curriculum, embedded C&I routines, regular assessment, and specialist input (SALT) will deliver the greatest impact for pupils with the most significant reading and communication needs.</p>
<p>Target Area 3: Increasing Access to Enrichment & Developing Self-Regulation</p> <p>A number of our disadvantaged pupils experience reduced access to enrichment opportunities, including educational visits, sporting events, community experiences, outdoor learning, travel training and residential activities. Limited exposure to these experiences restricts their ability to develop essential social communication, independence, confidence and wider life-skills, which are needed to apply learning in a range of real-world</p>	<p>Allocate £10,000 for educational visits, outdoor learning, clubs, residential, travel training and community activities.</p> <p>Implement Zones of Regulation across school to build self-regulation/readiness to learn.</p> <p>Implement Move to Learn programme - target PP students for additional intervention by the SIT.</p> <p>Allocate £5000 for Sensory equipment to fund</p> <p>Allocate 0.5 HLTA time for Peer to peer coaching and 1:1 support for high profile PP individuals.</p>	<p>£10,000 enrichment fund (PP)</p> <p>£5,000 Sensory equipment</p>	<ul style="list-style-type: none"> • Termly increase in PP participation (visits, clubs, outdoor learning, residential). • Improved social interaction/independence (observations, pupil voice). • PP/non-PP participation gap narrows term-on-term. 	<p>School evidence:</p> <p>Our reviews show that expanding the outdoor and co-curricular offer strengthens pupils’ confidence, independence and social interaction, with enrichment repeatedly identified as a priority for disadvantaged learners in local evaluations and the PP review. This underpins the strategy to widen access and pair enrichment with structured self-regulation approaches (e.g., Zones of Regulation) so pupils can apply skills across settings. [Pupil Prem...nt 2025 26 Word]</p> <p>National evidence:</p> <p>The DfE’s Essential Life Skills work finds that enrichment builds confidence,</p>

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<p>contexts. It also reduces opportunities for positive engagement, which can impact attendance and wellbeing</p>	<p>Improve tracking of rates of engagement, participation and impact on PP</p> <p>Maintain school councillor services</p> <p>Introduce termly PP vs non-PP participation data across visits, clubs, residential, and outdoor learning.</p>			<p>teamwork and resilience, and that disadvantaged pupils are less likely to access these opportunities without targeted support—justifying PP funding to remove barriers.</p> <p>Government-supported Natural Connections evidence shows that regular, structured outdoor learning increases motivation, wellbeing and engagement, demonstrating clear benefits when enrichment is embedded in the curriculum</p>
<p>Focus Area 4: Strengthening Wellbeing, Early Intervention and Multi-Agency Support</p> <p>A continuing priority for the school is addressing the heightened wellbeing, regulation and wider developmental needs of disadvantaged pupils arising from the combined effects of the pandemic, cost-of-living pressures and reduced access to external support services. These challenges disproportionately affect disadvantaged learners, leading to increased emotional and sensory needs, reduced readiness to learn,</p>	<ul style="list-style-type: none"> • Fund OT support/resources £5,000 for sensory regulation, staff training and equipment (esp. younger complex pupils). • Embed early-intervention systems for behaviour, engagement and attendance (graduated response; SIT & SALT collaboration). • Continue multi-agency work (SALT/OT/Family Liaison/SIT). 		<ul style="list-style-type: none"> • Improved EHCP outcomes in C\&I, C\&L, SEMH. • Fewer behavioural incidents and reduced physical interventions. • Evidence of universal and targeted regulation strategies in classrooms. 	<p>We know this approach is needed because some EHCP targets are not yet consistently embedded, and SIT capacity pressures can delay timely support. Where OT-led universal routines and targeted regulation have already been introduced, pupils show better access to learning and fewer behavioural incidents, demonstrating this model’s effectiveness in our setting. [Pupil Prem...nt 2025 26 Word]</p> <p>National evidence: Nationally, the disadvantage gap remains wider than before the pandemic, with disadvantaged pupils experiencing greater SEMH and sensory</p>

Challenge area	Activities needed (including PP-funded actions)	Costings (PP)	Success criteria	Evidence: why this will have impact (school & national)
and greater reliance on in-school support systems.				barriers to learning. Sustained regulation, early-help and multi-agency support is identified as a key way to mitigate these pressures and improve attendance, behaviour and engagement for disadvantaged learners
<p>Area of Focus 5: Improving Attendance and Reducing Persistent/Severe Absence for Disadvantaged Pupils</p> <p>Our focus is to ensure that disadvantaged pupils attend school regularly so they can access the full curriculum and make sustained progress. Despite strong improvements, attendance remains a key barrier for a small but significant group of disadvantaged pupils. Current school data shows that the introduction of the Family Liaison Practitioner model has already delivered measurable gains, with PP attendance rising from 86.5% to 89.9%, unauthorised absence halving (7.2% → 3.7%), and both persistent absence (35.5% → 24.6%) and severe absence (6.67%</p>	<p>Maintain Family Liaison Practitioner to remove barriers, lead home engagement, personalise PA/SA plans.</p> <p>Weekly multi-agency attendance reviews with key leads to review and implement; targeted cohorts (e.g., girls); swift graduated pathways for pupils and family support.</p> <p>Fund specific and targeted outreach</p> <p>Ensure CPD for staff to support pupils to improve attendance through regular check-ins, understanding of needs and promotion of positive communication and relationships with families</p>	<p>Family Liaison salary (£28,000) (PP-funded)</p> <p>Outreach worker 0.5 (£15,000)</p>	<ul style="list-style-type: none"> • PP attendance ≥ 90.5%. • Persistent absence ≤ 20%; Severe absence ≤ 2%. • Personalised plans show term-on-term improvements. 	<p>School evidence:</p> <p>Our internal data shows that targeted family-engagement support is already driving measurable improvements for disadvantaged learners. Since implementing the Family Liaison Practitioner model, PP attendance has risen from 86.5% to 89.9%, unauthorised absence has halved (7.2% → 3.7%), and both persistent absence (35.5% → 24.6%) and severe absence (6.67% → 2.6%) have significantly reduced. This demonstrates that personalised family support, early contact and coordinated multi-agency reviews are effective in removing barriers and improving regular attendance. [Pupil Prem...nt 2025 26 Word]</p> <p>National evidence:</p> <p>Nationally, attendance is identified as one of the top barriers to</p>

Challenge area	Activities needed (including PP-funded actions)	Costings (PP)	Success criteria	Evidence: why this will have impact (school & national)
<p>→ 2.6%) improving significantly. Continued, targeted support is needed to consolidate and extend this progress.</p>				<p>disadvantaged pupils' progress, with the EEF highlighting targeted family engagement as an essential wider strategy for improving outcomes. Schools across England consistently report that improving attendance requires sustained, relationship-based work with families—reinforcing the need to continue investing in early-help approaches such as dedicated family liaison</p>

Notes

- All **school evidence** is drawn from Headteacher Report 24-25 which is summarised in the **Part B review** (attendance, outcomes, EHCP impact).
- National sources used include the **Education Endowment Foundation (EEF)** on attendance/reading barriers, the **DfE Essential Life Skills** evaluation, the **Natural Connections** project, **Children & Nature Programme**, and the **Education Policy Institute** on the disadvantage gap

Pupil Premium Budget Summary 2025–26

Total Pupil Premium Allocation: £111,025

Summary of Planned Expenditure

Funding Area	Purpose / Description	Cost (PP-Funded)
HLTA 0.5 FTE	Targeted RWI/Fresh Start delivery; 1:1 and small-group reading support; targeted maths intervention.	£15,000
Speech & Language Therapy (2 days/week, HLTA rate)	Individualised SALT programmes for PP pupils; C&I staff coaching; assessment and target-setting support.	£15,000
Enrichment Fund	Funding to ensure PP access to enrichment: visits, clubs, residentials, outdoor learning, community projects, travel training.	£10,000
Zones of Regulation (whole-school rollout)	Training, resources and embedding of self-regulation approaches into classroom practice.	Funded within CPD/enrichment allocation
Occupational Therapy Support (£10k package)	OT-led sensory and regulation support; equipment for younger complex pupils; classroom-based strategies.	£10,000
Family Liaison Practitioner	Attendance improvement work, home visits, family support, targeted intervention for PA/SA pupils.	£28,000
Outreach Worker (0.5 FTE)	Targeted outreach for severely/persistently absent PP pupils and families requiring intensive support.	£15,000

Total Committed Spend: £93,000

Remaining PP Allocation: £18,025

Remaining funds may be used for:

- Additional tutoring capacity (maths/reading)

- *High-need cases requiring bespoke packages*
- *Additional resources for C&I/SEMH needs*
- *Targeted attendance initiatives*
- *Further curriculum and staff-development support*

How will the Strategy be Monitored?

The implementation and impact of the Pupil Premium Strategy will be monitored termly through a structured cycle that follows the **Assess–Plan–Do–Review model**. This ensures leaders maintain an accurate, up-to-date understanding of disadvantaged pupils’ progress, needs and barriers.

Assess:

Each term, key practitioners and leaders submit updates on **academic progress, EHCP outcomes, behaviour and engagement patterns, attendance (including PA/SA), safeguarding concerns, and impact statements from SALT, OT and the Family Liaison Practitioner**. This provides a comprehensive picture of pupils’ needs and the effectiveness of current interventions.

Plan:

Leaders analyse this information to identify emerging priorities, pupils requiring additional support, and aspects of provision that need adaptation. Adjustments to interventions, teaching approaches, regulation routines, and enrichment access are planned collaboratively with relevant staff.

Do:

Updated actions are implemented across the term, including revised intervention groups, targeted family-engagement work, adapted classroom strategies, and strengthened C&I or sensory-regulation approaches. Staff are supported through coaching, briefings and multi-agency coordination.

Review:

Impact is evaluated through termly leadership meetings, with findings feeding directly into the SEF and the Headteacher’s Report. This review informs strategic decision-making, ensuring the Pupil Premium Strategy remains responsive, evidence-informed and focused on securing improved outcomes for disadvantaged pupils.

Part B: Review of Outcomes in the Previous Academic Year 2024-2025

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Executive summary — Key impact for PP/disadvantaged pupils

Pupil Premium funding this year has had a clear and measurable impact on key indicators of inclusion, demonstrating that targeted expenditure is improving outcomes for disadvantaged learners. Significant improvements in attendance—including rising overall PP attendance and sharp reductions in persistent and severe absence—alongside the complete removal of exclusions for PP pupils show that the school's provision is enabling vulnerable pupils to access education more consistently and safely.

Targeted investment in specialist support such as SALT, OT and Family Liaison has strengthened EHCP outcomes in communication, interaction and SEMH for PP pupils, while strong progress in English at KS3–KS4 reflects effective curriculum, teaching and intervention design. These outcomes illustrate that Pupil Premium funding is being used effectively to remove barriers, tailor provision and secure better progress—aligning with Ofsted's emphasis on inclusive practice, high ambition for all pupils and the effective deployment of resources to meet the needs of disadvantaged learners.

- **Attendance for PP pupils improved materially:** raw PP attendance rose from **86.5% → 89.9%**, with **unauthorised absence halved (7.2% → 3.7%)**, **persistent absence down (35.5% → 24.6%)**, and **severe absence down (6.67% → 2.6%)**. These shifts indicate that targeted attendance work is closing gaps with the whole-school average.
- **Exclusions for PP pupils fell to zero:** PP fixed-term exclusion days **dropped from 4.5 → 2.5 → 0** across the year, evidencing successful targeted behaviour and curriculum adjustments.
- **Primary (EYFS–KS2) EHCP outcomes improved for disadvantaged learners:** Pupil Premium funding for **Speech & Language Therapy (SALT), Occupational Therapy (OT), and Family Liaison** is linked to **higher progress/attainment for PP vs non-PP** in C&I, C&L and SEMH areas.
- **KS3–KS4 English remains a relative strength for PP:** **Reading—82% of PP** pupils are secure/generalised vs **75% non-PP**; **writing** shows parity (72% PP vs 71% non-PP). **Maths** shows a small gap (PP 73% vs non-PP 79%), indicating a next-step focus.

What are we doing and what is the impact on PP/disadvantaged pupils (actions) — with evidence

1. Targeted attendance strategy with PP-funded capacity

- The school **expanded the attendance team to include Family Liaison (funded via PP)** to work with parents, link with agencies, and remove barriers (e.g., bladder/bowel referrals via the school nurse).
- **Robust weekly multi-disciplinary attendance meetings** (safeguarding, family liaison, SLT) track pupils and personalise interventions (with specific focus on girls and severely absent pupils).
- **Direct next steps** include collaboration with Trust attendance experts, continued targeted engagement for girls/SA pupils, and use of DCC penalty notices where appropriate.

2. Behaviour, inclusion and exclusions work targeted to vulnerable groups

- Exclusions policy used **sparingly** after alternatives/risk assessments; **PP exclusion days reduced to zero**, attributed to **mentoring and curriculum adjustments** and bespoke packages for complex SEMH profiles.
- **Children in Care/PLAC—zero exclusions** across all periods, suggesting stability in this priority disadvantaged group.

3. Curriculum, pathways and assessment adjusted to need

- Introduction of **three pathways (Explore, Discovery, Investigate)** with **stage-not-age placement** to better meet diverse profiles; universal offer includes strong **Communication, Language & Literature** and Personal Development, with specialist training for staff.
- **Evidence for Learning (EfL)** platform and assessment frameworks built to sharpen progress monitoring and respond quickly where progress lags—vital for disadvantaged tracking.

4. Specialist intervention funded by PP and strengthened multi-agency work

- **PP funding** is explicitly used for **SALT, OT and Family Liaison**, linked to **stronger KS1–KS2 outcomes** for PP pupils (C&I, C&L, SEMH).
- **School Intervention Team (SIT)** enhanced through a new **OT partnership** providing supervision/training, advising on sensory regulation equipment, and supporting universal and targeted provision.
- Rollout of **‘Moving to Learn’** for KS1 Explore pathway to support regulation and access—important for pupils with compounding disadvantage.

5. Safeguarding and equity focus benefiting disadvantaged cohorts

- **Girls as a minority group:** report recognises girls' relatively higher involvement in incidents vs their population share and their slightly lower attendance; a **joined-up safeguarding/attendance/curriculum response** is planned (period-related absence to be explored).
- **Lightspeed alerts** used to proactively check in with pupils and offer support—another protective factor for vulnerable learners.

Measured impact (detail)

Attendance (PP)

- **Raw PP attendance: 86.5% → 89.9%; Adjusted PP attendance** rose sharply in Summer, **closing the gap** to whole-school.
- **PP unauthorised absence: 7.2% → 3.7%.**
- **PP persistent absence: 35.5% → 24.6%** (Adjusted 28.9% → 22%).
- **PP severe absence: 6.67% → 2.6%.**

Interpretation: These are sizeable gains that align with the PP-funded family liaison offer and multi-agency approach described.

Exclusions (PP, CiC/PLAC)

- **PP fixed-term exclusion days: 4.5 → 2.5 → 0** across terms.
- **CiC & PLAC: Zero exclusions** all periods.

Interpretation: Indicates effective identification of need, personalised provision and preventive strategies for disadvantaged learners.

Outcomes & progress

- **EYFS–KS2 (EHCP areas):** With **PP-funded SALT/OT/Family Liaison, PP pupils outperform non-PP** in C\&I, C\&L, SEMH; overall primary progress is below expectation in parts (esp. C\&I), with clear next steps (AAC, SIT/SALT CPD).
- **KS3–KS4 (core): Reading—82% PP secure/generalised vs 75% non-PP; Writing—near parity (72% PP vs 71% non-PP); Maths—PP 73% vs non-PP 79%** (gap to address).

Interpretation: English is a comparative strength for PP; maths requires targeted action to close the small but material gap.

Where gaps/risks remain for disadvantaged learners

- **Persistent & severe absence remain priorities**, and the report anticipates new starters with poor attendance histories—sustained PP-funded family liaison and targeted outreach will be key.
- **Girls**: slightly lower attendance and disproportionate representation in severe absence/incident data—period-related absence and female-mentor support pathways are flagged as areas for development.
- **Curriculum alignment & EHCP embedding**: some EHCP targets are not consistently embedded, and parts of the curriculum “**need urgent review**”—this can disproportionately affect disadvantaged pupils who rely most on precision in provision.
- **SIT capacity and rising referrals**: more time spent on assessment/reporting slows intervention delivery—monitoring impact closely is advised.

Recommended next steps (PP/disadvantaged-focused)

Quick wins (this term)

- **Lock in the PP attendance model**: publish a short, termly PP Attendance Impact Brief showing case studies (e.g., girls moving from PA/SA to regular attendance) plus headline metrics to sustain momentum.
- **KS4 English→Maths transfer**: replicate the conditions behind PP success in reading/writing (e.g., assistive tech, staff coaching, targeted small-steps frameworks) into **KS4 maths** to address the 6-pp gap.
- **Girls’ attendance plan**: pilot concrete supports (mentor check-ins; nurse-led clinics already scheduled; period-related attendance guidance) and measure impact monthly.

Medium term (2–3 terms)

- **Pathways + EFL for PP tracking**: ensure EFL tags PP/CiC/PLAC so leaders can filter progress/attendance/exclusions by disadvantage and pathway in one view; schedule **progress reviews** to trigger graduated responses early.
- **SIT capacity**: balance assessment/reporting load with **universal interventions** (e.g., ‘Moving to Learn’ roll-out) so disadvantaged pupils receive timely support; track time-to-intervention and outcomes.
- **Primary C&I push**: accelerate AAC training and classroom routines (SALT + SIT) where C&I was flagged below expectation to prevent later gaps for PP pupils.

Suggested KPIs for 2025–26 (PP)

- **Attendance:** $\geq 90.5\%$ (termly PP) with **PA** $\leq 20\%$ and **SA** $\leq 2\%$.
- **Exclusions:** **0 days** PP FTE maintained term-on-term.
- **Outcomes:** KS3–KS4 **Reading** $\geq 80\%$ **secure/generalised**, **Writing** $\geq 72\%$, **Maths** $\geq 77\%$ with **PP–non-PP maths gap** $\leq 3\text{pp}$.
- **Primary EHCP:** Close the C\&I shortfall— $\geq 75\%$ of PP pupils meeting annual C\&I targets by Summer.

What we did (PP-funded / targeted):

Family Liaison added to attendance team (PP-funded); weekly multi-agency attendance reviews; curriculum pathways with stage-not-age; Efl implementation; PP-funded SALT/OT/Family Liaison; SIT strengthened via OT partnership; targeted focus on girls' attendance/safety.

What changed (impact):

PP attendance **86.5% \rightarrow 89.9%**; unauthorised absence **7.2% \rightarrow 3.7%**; PA **35.5% \rightarrow 24.6%**; SA **6.67% \rightarrow 2.6%**; PP exclusions **\rightarrow 0 days**; KS3–KS4 PP **reading 82% (vs 75% non-PP)**; **writing parity (72% vs 71%)**; **maths gap (73% vs 79%)** identified for action; primary PP ahead in several EHCP areas (C\&I, C\&L, SEMH).

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWINC	
FRESHstart	
Powermaths	