

Northcott Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This is a 3 year strategy from January 2025 to end of December 2027. This strategy will be reviewed annually in December and Part B analysing impact will be updated each Autumn Term. 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	Northcott Special School
Number of pupils in school	196 (autumn 25)
Proportion (%) of pupil premium eligible pupils	44% pupil PP (autumn 25) 86 pupils PP (E6) Primary 8 Secondary 78 Additional 13 PLAC pupils & 2 pupils LAC pupils
Academic year/years that our current pupil premium strategy plan covers	Jan- Dec 2025 Jan – Dec 2026 Jan – Dec 2027
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Katherine Johnson Head
Pupil premium lead	Julie Wickenden Deputy
Governor / Trustee Lead	Kevin l'Anson

Funding overview

Detail	Amount
Pupil premium E6 funding allocation academic year	£12,120 (primary x 8) £83,850 (secondary x 78)
Pupil premium + PLAC & LAC funding	£39,450 (PLAC 13& LAC 2)
Total budget for this academic year	£ 135,420

Part A: Pupil premium strategy plan

Statement of intent

Our pupils have multiple layers of disadvantage: relating to their developmental gaps and SEND status; their generational socio-economic background and in many cases long standing involvement with social care. On average, 23% of our pupils are open to Early Help or Social Care. Our well-being team supports/monitors another 31% of families (based on start of 2025 data). These families are currently below threshold for external agency involvement or have had past involvement with social care. We are finding that there are more families with historical CSC involvement at a high level and the developmental gaps are more pronounced.

Our intention is to address the multiple layers of disadvantage by ensuring that all our pupils make sustained or substantial academic progress and personal progress, regardless of their background.

The key principles of our strategy are to:

- ensure we have a whole school approach to addressing developmental gaps, enabling pupils to become increasingly confident readers, writers, speakers who can communicate their views and needs
- ensure we have a whole school approach which enables staff to understand the layers of disadvantage that face our pupils, such as ACE; contextual safeguarding needs; the impact of insecure attachment
- to make sure all pupils have attendance which is at least good, challenging parentally condoned absence robustly
- provide teaching which is consistently good to outstanding and meets the needs of each individual child no matter how complex their needs
- provide an environment in which they feel safe, one which is attuned to their needs
- help pupils minimise anxieties related to ASD/SEMH and promote well-being, enabling pupils to experience a wide range of opportunities inside and outside of school
- explore emerging research regarding AUDHD, autism and ADHD

Our strategy is focused on addressing the layers of disadvantage faced by pupils in our community. Our whole school approaches are intended to benefit our whole school community, which in turn will improve outcomes for our disadvantaged pupils.

To summarise our overall aim is to enable our pupils to make informed and aspirational choices about their future, to help them progress to suitable further and higher

education and be prepared for adulthood by addressing layers of disadvantage and developmental gaps.

Challenges

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

Challenge number	Detail of challenge
1	Our pupils have multiple layers of disadvantage. Many are open to social care or have historically been open to social care. Within this group, there are a significant number of families (including foster families, adopted children, SGO and kinship carers) where there have been adverse childhood experiences, trauma, FASD and insecure/disordered attachment. There is a pronounced pattern of domestic abuse, substance use and poor parent mental health.
2	Our SOL attendance tracker indicates that there is a disproportionate amount of PP/FSM and CSC who have patterns of persistent absence. At the end of academic year 2023-2024 the PA rates of PP was 30% and PA rates for children open to social care was 27%. Our pupils do not have physical or significant medical needs. However, holidays, parentally condoned absence and unnecessary absence for minor ailments or appointments are negatively affecting academic progress and attendance of disadvantaged pupils.
3	Our EOY data for 2024 assessments has shown that PP pupils' widest gap is 22% lower for substantial progress in writing. Writing skills across the curriculum have become an area of concern, particularly evident in boys' data (-15% when compared to girls' data). 73 % of our cohort are boys, some of whom are more visibly affected by ADHD and lower levels of concentration and increased diagnosis of AUDHD. Reading gaps have narrowed to 10% lower between PP and non-PP for substantial progress. However, reading remains a priority, particularly in terms of bridging gaps between word reading, language comprehension, higher order thinking skills such as inference, evaluation, hypothesis.
4	Our pupils, often due to difficulties processing language and developmental delays, are significantly below age related expectations for reading and comprehension. This is often impacted by early trauma and issues relating to disordered attachment. This creates additional barriers to accessing the full curriculum offer at all ages/phases throughout the school. It is particularly noticeable in terms of substantial progress for our: <ul style="list-style-type: none"> • LAC, PLAC cohort (2/13 pupils currently) • And to a lesser degree pupils who are PP • Or open to social care
5	Our assessments, observations, discussions with pupils and families demonstrate that reduced opportunities for social interaction and enrichment opportunities continues to impact negatively on the well-being of our pupils, particularly disadvantaged pupils. We continue to see a significant increase in referrals for ELSA, Thrive, self-esteem work, friendship groups and personalised education re healthy relationships both on and off-line.

	<ul style="list-style-type: none"> • 31% of our school population currently receives additional support for social and emotional needs in school • A third of these are both PP and open to social care
6	Our assessments indicate that most of our pupils make good progress with Speech and Language from a low starting point except for LAC cohort. However, pupils who are joining our Little Blossoms, primary and in phase transfers into year 7 remain adversely affected by impact of school closure/education at home. NHS allocated hours for SALT has not grown in line with the increased PAN or increased complexity. There is limited direct SALT specialist work with children as the specialists' hours are largely assigned to EHCP reviews.
7	Applying learning across subjects and in a real-world context is a priority. Pupils are observed to have difficulty making connections across subjects, such as in maths and science. Our TLR holders also report that our pupils have very little real-world experience of handling or understanding money/time.

Intended outcomes

Intended outcome	Success criteria
<p>1) Through CPD all staff will have a clear understanding of the impact of: Adverse Childhood Experiences and Trauma; Attachment Disorder; & multiple layers of socio-economic disadvantage.</p> <p>Pupils social and emotional developmental stage is identified through Thrive assessments and appropriate interventions are put in place.</p> <p>Parents of disadvantage pupils will have advocates in school who are increasingly skilled at securing external agency support with them or on their behalf.</p>	<p>Thrive Practice and Policy is embedded with skilled trainers and practitioners supporting staff, pupils, and their families</p> <p>Embedded tiered menu of response meets pupils' complex needs</p> <p>Targeted interventions recognise developmental stage (Thrive)</p> <p>Targeted interventions for those who are between ELSA/CAMHS thresholds</p> <p>Referral evidence meets thresholds</p> <p>Senior leaders successfully challenge threshold decisions (L3 and L4a & 4b)</p>
<p>2) There will be less parentally condoned absence, and pupils will benefit from a language rich environment where teaching is consistently good or above. Persistent absence for PP/FSM, CSC will continue to improve.</p>	<p>Reduced persistent absence in both our disadvantaged group and those open to social care year upon year.</p> <p>Reduction in parentally condoned absence.</p> <p>Narrow gaps in attainment between PP/FSM/CSC groups and non-PP/FSM/CSC</p>
<p>3) More disadvantaged pupils will make substantial progress in writing and will be able to make sustained written responses across subject areas, with support where needed.</p>	<p>The writing gap between male/female disadvantaged and non-disadvantaged cohorts will be shown to have narrowed in writing measures.</p> <p>Structured Talk (Oracy Strategy) will aid the development of ideas within extended writing tasks.</p>

	<p>Access arrangements will be improved for all our pupils.</p> <p>T&L is personalised & captured in QA</p> <p>Writing composition across subjects is taught through modelling, scaffolding and combining reading with writing instruction.</p> <p>Writing strategies aid sentence construction, planning, redrafting through diagnostic marking.</p>
<p>4) Gaps in chronological ages and reading ages are narrowed for all pupils. Pupils will have better access to the full curriculum due to improved reading & comprehension ages and wider vocabulary, including subject specific vocabulary.</p>	<p>Implementation of Oracy Strategy will aid development of reading fluency.</p> <p>Staff will understand pupils' reading journey, bridging gaps between word reading and language comprehension.</p> <p>Mid-year and EOY data will show that targeted intervention is narrowing gaps in reading and chronological age for pupils.</p> <p>LAC, PLAC disadvantaged cohorts are prioritised for targeted reading intervention.</p> <p>Pupils will access appropriate level of KS4 and post-16 courses.</p> <p>The reading gap between LAC and Non-LAC will close or at least be narrowed depending on ability profile of new LAC cohort.</p>
<p>5) Pupils will achieve and sustain improved well-being, particularly the pupils who have ASD/SEMH related anxieties, and difficulty communicating, maintaining friendships. Staff will have an improved understanding of joint diagnosis of AUDHD.</p>	<ul style="list-style-type: none"> ➤ PA continues to reduce (evidence SOL tracker) ➤ Learner of concern - escalated in a timely way to maintain education ➤ Continued reduction in incidents and serious incidents (BW data) ➤ Pupils receive ELSA/Thrive support at an appropriate social and emotional developmental level ➤ PP/CSC are prioritised for targeted social and emotional interventions
<p>6) SALT intervention within school will be increased. Gaps in substantial progress for S&L will narrow for LAC, FSM, PP & CSC cohorts.</p>	<p>Oracy Strategy will be implemented over 3-year period, addressing SLCN of our pupils</p> <p>SALT hours will be increased in proportion with growth and PAN</p> <p>Increased direct work with pupils</p> <p>Phase transfer and new starters pupils will be prioritised for early intervention</p> <p>Pupils RAG rated and reviewed ensuring appropriate level of intervention</p> <p>Staff confident in delivering targeted intervention</p> <p>Lead Professional for Pastoral progress will work with LA/SALT to challenge and ensure effective deployment of resources</p>

<p>7) Pupils will be able to apply numeracy, literacy and oracy skills across their curriculum and apply key-skills beyond the classroom.</p>	<p>Pupils will have improved numeracy skills relative to their starting point.</p> <p>Pupils will apply literacy and numeracy skills across the curriculum (attainment data)</p> <p>Pupils will have increased opportunities for quality planned talk and interaction across their whole curriculum</p> <p>TLR holders will plan links between cross curricula topics (MT & LT plans)</p> <p>Pupils will understand time and money and be able to apply with increasing confidence.</p> <p>Growth mindset evident in maths</p> <p>There will be an increasing number of pupils able to access Level 1 & Level 2 courses (GCSE/functional skills).</p> <p>Pupils will be able to sustain and develop their ideas in writing tasks</p> <p>Attainment data will show gaps in attainment in writing will narrow for disadvantaged groups</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,420.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Oracy Strategy, aimed at explicitly addressing SLCN within EHCPs	EEF Improving Literacy in Secondary School, Provide Opportunities for Structured Talk (6) Our Oracy frameworks, Voice 21	3, 4 & 6
CPD programme which incrementally increases expertise around ACE, Attachment Needs & Contextual Safeguarding	Gain Thrive Ambassador School status. Well-being team will comprise of qualified Childhood, Adolescence and Family Practitioners and a qualified trainer. This team will implement the whole school approach to work with staff and families to ensure that there is a consistent approach for our communities' social and emotional needs. Priorities are to:	1, 5

	<p>Develop staff understanding of AUDHD and impact of pupils' well-being</p> <p>Continue to embed ethos of 'Behaviour as Communication', exploring links to safeguarding needs</p> <p>Increase Thrive expertise in nurture team.</p> <p>Supporting pupils with ACE, AUHD, SEMH will improve outcomes and relationships later in life.</p> <p>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</p>	
<p>CPD aimed at improving literacy across all subject areas for all staff.</p>	<p>Improving literacy is key for all students whether in primary, secondary or a special school.</p> <p>The priorities are to: bridge phonics gaps; improve comprehension; explore the developmental journey of reading and writing for a child; ensuring all staff confident to support pupils with a range of reading strategies (paired, reciprocal, choral, decoding).</p> <p>Refresh FFT phonics training across school (including EYFS, Primary and Nurture group teachers).</p> <p>Train new TAs and (refresh TAs) on reciprocal reading, decoding skills and revisit colourful semantics and sentence structure work.</p> <p>Develop teaching staff understanding of Frayer Model, securing pupils use of, and understanding of specialist vocabulary, enabling pupils to make links to key concepts and make connections to prior learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=read</p>	<p>3, 4, 6</p>
<p>CPD for in house S&L support staff to provide hierarchical menu of targeted group support</p>	<p>Increase S&L interventions and hours of direct work with NHS S&LT specialists. Training to support pupils' needs as outlined in section F and implementation of communication plans remain priority.</p> <p>Implementing Oracy Strategy & CPD</p>	<p>3, 4, 6</p>

	<p>TLR holders reviewing LTP & MTP plans, to improve universal opportunities for Structured & Accountable Talk</p> <p>Teaching and modelling subject specific vocabulary and language, interactive reading and collaborative talk will support S&L and literacy aims.</p> <p>Developing staff understanding of Structured Talk as a way of assisting pupils writing journey and benefit from increased collaboration and interaction.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model?utm_source=/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model&utm_medium=search&utm_campaign=site_search&search_term=early%20language%20intervention</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/dialogic-teaching</p> <p>NHS SALT programmes & EHCP section F</p>	
<p>CPD to further develop curriculum & T&L knowledge in maths (inc AO trainee)</p>	<p>Improving use of manipulatives</p> <p>Promoting High Quality Talk in Maths (EEF)</p> <p>Improve knowledge of relevant/appropriate curriculum tasks, assessments and activities and their diagnostic and didactic potential.</p> <p>Growth mindset – help pupils plan, regulate, and monitor their own learning, appropriately progressing to more independent learning and deeper expertise.</p> <p>Use of questions and dialogue to promote flexible thinking, responses from all pupils, using high quality assessment to evidence learning, communicating next steps, appropriate level of challenge.</p>	<p>7</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £50,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy, reading, vocabulary and oracy across all subjects	<p>Improving literacy is key for all students whether in primary, secondary or a special school.</p> <p>Continue with FFT phonics programme throughout school to address gaps in phonics</p> <p>Targeted intervention:</p> <ul style="list-style-type: none"> 1 to 1 or small group phonics 1 to 1 or small group reading <p>Lightening Squad</p> <p>Phonics@fft.org.uk</p> <p>Personalised communication plans</p>	3, 4
Implement Oracy Strategy to support pupils SLC Needs. Underpinned by FFT targeted intervention for pupils with developmental gaps in phonics.	<p>Oracy strategy – cross curricula universal provision Early Years – Collaborative talk</p> <p>Attention Autism groups</p> <p>Structured talk groups</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/EY_Teaching_Through_Collaborative_Talk_Technical_Summary.pdf?v=1738343331</p> <p>Reading Comprehension & Small group interventions</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches?utm_source=/early-years/toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_searchh&search_term</p>	3, 4, 6

<p>A rolling programme of Maths & English Boosters KS4 will need to be implemented to support pupils who are completing Level 2 qualifications.</p>	<p>KS4 will benefit from having increased access to their subject specialist prior to examined assessments, to build resilience and minimise anxiety. CPD for all staff on supporting writing and understanding a pupils developmental writing journey. KS4 - to support extended writing needed for Level 2 qualifications</p> <p>Evidence: KS4 trend data and destination data</p>	<p>7</p>
<p>Boosters to support post-16 or post-19 destinations</p>	<p>Pupils who are likely to attend mainstream college to be supported with boosters in Statistics, RS, Science</p>	<p>3, 4</p>
<p>Numeracy & Literacy tutoring for pupils LAC & Post LAC whose individual needs and</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one tuition: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p>	<p>3, 4</p>

developmental gaps impact on their progress		
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £50,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the capacity to deliver high quality Thrive, ELSA & bespoke trauma counselling. SEMH needs and an Inclusive ethos are embedded into routine practices and underpinned by CPD.	<p>Evidence that supporting pupils with their social emotional literacy will improve outcomes and relationships later in life.</p> <p>Identifying developmental gaps will ensure the right support at the right time.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 5
Bespoke early intervention for PSHE & SRE work in school, with timely escalation to external agencies; MESMAC, MIND, VEMT, FCAMHS teams. Provide one to one and small group interventions around healthy relationships and keeping safe on-line.	<p>The role of education in prevention is clear in DFE KCSIE and Working Together documentation. Some pupils need personalised PSHE, SRE and Keeping Safe On-line due to their vulnerability. By providing an additional wave of intervention, we can minimise risk and complete early intervention work within school.</p> <p>Educate Against Hate, Healthy Relationships (on and off line).</p>	1, 5
EWO, Parent Liaison Officer & Lead Practitioner for Pastoral Progress implementing: Joint Home Visits Parent Well-being Forums and Surgeries Improve Support Action Plans for PA pupils	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Supporting parents to support their child's mental health will benefit the whole family, improving attendance and increasing parental engagement.</p> <p>EEF toolkit and ATTEND Framework</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1, 2 & 5

Successive Fall toolkit on the SOL – implement early intervention		
<p>S&L Wave 1 and Wave 2 small group interventions - provided by trained TAs in conjunction with SALT specialists.</p> <p>Social Skills curriculum reviewed and embedded into A half</p> <p>Social skills groups</p>	<p>Implementation of Oracy Strategy</p> <p>Within class high quality oral language activities have high impact on communication and interaction:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Better Communication Research Programme – using evidenced based S&L programmes verified by the Royal College of Speech Therapists:</p> <p>What works database (ican.org.uk)</p>	4, 6

Total budgeted cost: £135,420.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

<p>Attendance and Wellbeing</p> <ul style="list-style-type: none"> • The Attendance of PP, LAC pupils and children open to social care was a priority throughout the academic year and clear impact of the interventions is evident. Northcott’s whole school annual attendance was 12% above the average across other special schools nationally in 2024-25 data. • Free School Meal attendance has improved by 10% in 3 years. • Northcott’s Persistent Absence data is 11% better than the national average for persistent absence within special schools. Reducing persistent absence further remains a priority and addressing emotional based school refusal, particularly in terms of how we support those on part time timetables to re-engage with full time education as soon as they are able.

- The average attendance for pupils taking up free school meals is 2.9% better than the previous academic year and there is only a 1% gap between in average attendance between disadvantaged and non-disadvantaged pupils. As the proportion of pupil premium children (and FSM) continues to grow attendance of this group continues to be a priority, particularly those who have additional contextual needs in terms of their complexity, such as mental health, seeking alternative placement or provision.
- Persistent absence in FSM improved by 2% at the end of academic year 24-25, compared to 23-24.
- The amount of children open to social care and early help continues to increase. However, persistent absence of pupils open to social care has decreased, showing an improvement of 7% in attendance for this group in academic year 24-25, indicating a good level of positive impact.
- All staff continue to receive regular training focused on Thrive, on attachment and trauma. Staff have also received additional training on identifying and evidencing neglect as the number of families open to social care and early help increases. Our contextual safeguarding picture locally is impacted by domestic abuse; neglect, substance use and high levels of poverty.
- CSC remains a priority as this cohort has an 8% gap between those open to social care and non-CSC pupils.
- The school's investment in embedding a trauma informed approach has been recognised by the receipt of Thrive Ambassador status for Excellence in the Environment and in Leadership of Thrive. The school achieved the Thrive Award for Excellence in All Areas in 2025.
- Behaviour data evidences significant impact of having a trauma informed approach and a continuing impact of Relational Policy; it is evident in 6% reduction in total incidents. There is a marked reduction positive handling which has reduced by 7%, indicating improvements in regulation and deescalation. Challenges still remain in helping pupils new to the school adapt to their new environment in the autumn term, particularly those who have been out of education or alternative providers or arrive with an amended EHCP showing SEMH as primary or secondary need.
- The lead for Thrive and SLT ensure effective deployment of resources considering the developmental stages of children before allocating Thrive or Elsa support or external support from Mental Health Support Team. 63% of the pupils across the whole school access additional pastoral support, with many other pupils benefitting from group sessions, drop-ins and support when unexpected or complex issues arise.
- Face-to-face intervention from our ELSA staff and bespoke well-being and self-esteem support continues to increase across the school. Whole school data continues to show a steadily improving trend over 6 years.

Pupil Progress

- Reading was prioritised across the school, leading to 53% of pupils making substantial progress in reading in the last academic year.
- Intervention was prioritised for pupils who were disadvantaged, FSM and Pupil Premium in Maths. Whole school data indicated that disadvantaged pupils, FSM, LAC and Pupil Premium students make better progress than their peers in Maths Number and Measure.

- Reading was to continue to be a focus across the school, with emphasis on the *pupils open to social care*. The gap between OSC and Not OCS students has now been narrowed from a 1% difference at the end of July 2025.
- FFT continues to be an embedded and successful DfE and EEF Accredited 'Success for All' synthetic and systematic Reading and Phonics. This includes an intervention program called "Tutoring with the Lightning Squad", "Reading Quest", "Spelling with the Jungle Club" and "Routes to Reading".
- End of 2025 data indicated that 9A required additional reading support.
- End of 2025 whole school data indicated that the average reading age progress made is 1 year and 5 months in one academic year.
- CPD programmes throughout the year have further increased staff expertise and capacity to provide additional and targeted support. School has invested heavily in CPD to ensure this was successfully embedded from the start of Sept 2024. Training has been delivered to staff on reading and comprehension ages gaps, FFT and colourful semantics.

Recommendations for 2025- 2026

Pupil Progress

- Writing needs to be a priority. Key cohorts are: LAC, FSM and Pupil Premium.
- Handwriting and transcription to be focused on at the lower end, to improve fluency and build skill.
- Reading to be a focus for PP premium students, particularly those in 9a and Primary.
- Pupils open to social care to be a focus for Speaking and Listening.
- LAC pupils continue to be priority in Maths and English.
- Pupils open to social care to be a target group in Maths Number.
- Implementation of Oracy Strategy will support narrow gaps in reading/writing

Attendance/Wellbeing

- Reduce persistent absence for pupils who are PP or open to social care.
- Implement next phase of interventions for pupils who have a historic trend of persistent absence
- Monitor the children open to social care and PP fortnightly, challenging holidays, unauthorised absences, time taken for medical appointments. Early intervention for absence between 93-91%
- Continue trauma informed approach to behaviour across the school in order to better understand the needs of the pupils, continuing Thrive training and reviewing Behaviour Policy.
- Work closely with the local authority and other providers to ensure timely AR for pupils whose needs are not being met due to SEMH or SLD
- Continue to work with external agencies to support pupils back into fulltime education
- Continue to reduce the amount of suspensions and part-time timetables
- Establish the Hub as a base for behavioural, emotional and sensory support for pupils by building on offering: Behaviour drop-ins and observations; Modelling of de-escalation

strategies; Guidance on support for high need pupils; Bespoke sessions for intensive support; Access to external services.

English

Additional English lessons added to target reading – Single Reading lessons when a split class and spread across 5 20-minute sessions for standalone teachers.

- Continue whole school FFT interventions and train new staff, as a rolling programme; prioritising Pupil Premium and Pupils Open to Social Care. Taking note of social care list changes.
- All pupils in EYFS, Primary, Nurture, A groups and Year 7 will continue to have access to this program, addressing gaps earlier and informing further interventions in KS3/4.
- Writing intervention within lessons to focus on handwriting and spelling, to improve overall fluency of writing and support with writing at length.
- Introduction of GCSE English Literature in Year 9 for stretch and challenge.

Maths

- More of a practical based Primary and Nurture curriculum, which builds the essential skills for mathematics from the bottom up.
- Further stretch and challenge introduced at KS3 with Coding Club.
- Consider extension of Statistics GCSE to wider cohort
- Analysis of functional skills to determine more appropriate pathways for students.
- Introduction at year 7 of once-a-week Numeracy sessions, to fill gaps in knowledge.

Externally provided programmes

Programme	Provider
MESMAC personalised on-line safety and healthy relationships work VEMT group and individual intervention to minimise risk around exploitation for vulnerable girls	MESMAC & VEMT
Thrive Training	Thrive approach

FFT Phonics Training	Phonics@fft.org.uk
Time to Listen – personalised trauma and bereavement therapy & whole school training on Adverse Childhood Experience	Time to Listen - Hull
SSSCPD – on-line staff training on bereavement, domestic abuse, well-being	SSSCPD
Mental Health Support Team	CAMHS