

Pupil premium strategy statement – St. Nicholas School (2023/2024)

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	363 total / 330 statutory SA
Proportion (%) of pupil premium eligible pupils	62% / 204 pupils eligible.
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022 / 2023 to 2025 / 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Richard Dalton Headteacher
Pupil premium lead	Stephen King (DHT), DSL / DTCIC / DTPLAC
Governor / Trustee lead	Sharon Godden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,658.18 2024
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<u>£177,658.18</u>

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is not the primary challenge our pupils face, as all of our pupils in receipt of PPG funding (or not) have diagnosed Special Educational Needs and/or Disabilities, but these pupils and their peers can benefit from the allocation of additional funding allocation to these pupils (see 'allocation of the pupil premium grant' document).

At the heart of our approach is high-quality teaching focused on areas that disadvantaged pupils require most and help those pupils to access a broad and balanced curriculum that meets their cognition & learning, communication & interaction, sensory & physical and social, emotional & mental health needs.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching opportunities for specific groups of PPG pupils (and, where possible, their peers) on our different curriculum pathways – EYFS, Oak, Willow, Cedar and Beech. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experiences and independent living and life skills opportunities are available to all.

Many of our pupils will have experienced trauma throughout their lives. [Government guidance](#) defines trauma as an event, series of events, or set of circumstances that is experienced by an individual as harmful or life threatening. And the experience of trauma can have lasting adverse effects, limiting the ability to function and achieve mental, physical, social, emotional or spiritual well-being. Due to the wide [evidence base](#) which shows the significant impact of trauma on pupils, select teaching staff and SLT are undergoing trauma-informed practice training through Trauma Informed Schools UK ([TISUK](#)) and the [Solihull Approach Model](#) both in the 2-day practitioner course and the 1 day reflective supervision. The purpose of this is to increase awareness of how trauma can negatively impact pupils and to address the barriers trauma creates for pupils accessing education. Once the training has been completed, the expectation is for trauma-

informed staff to deliver a bespoke training to the wider staff at St Nicholas School.

Our strategy is integral to wider school plans as we move on from the period of COVID-19 education recovery, notably through engagement with specialist programmes for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

% of Yr R – 11 pupils entitled to a pupil premium allowance – 62% (204 out of 330)

% of Yr R – 11 pupils entitled to ever 6 income-related FSM – 54% (178)

Of which % of Yr R – 11 pupils entitled to PP+ for CIC 7% (15)

Of which % of Yr R – 11 pupils entitled to PP+ for PLAC 5% (10)

% of Yr R – 11 pupils entitled to a service premium – 0.4% (1)

Challenges

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

Challenge number	Detail of challenge
1	National data shows that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their challenging lived experiences may present an potential set of additional learning development challenges that are not faced by our non-disadvantaged pupils e.g. in literacy and numeracy development.
2	Our assessments, observations and discussions with pupils/parents/carers show that disadvantaged pupils may face potential additional challenges for language comprehension development when compared to non-disadvantaged pupils in our school.
3	<p>Our assessments, observations and discussions with pupils/parents/carers show that disadvantaged pupils may face potential additional challenges for social and emotional development when compared to non-disadvantaged pupils in our school.</p> <p>Many of the pupils within the school have experienced trauma within their lives, whether due to their needs or other external factors. <u>Research</u> shows that, if left unsupported, these pupils are likely to suffer re-traumatisation in the future which will have an impact on their education as well as their mental and physical wellbeing.</p>

4	Our assessments, observations and discussions with pupils/parents/carers show that disadvantaged pupils may face potential additional challenges for the development of independent living and life skills when compared to non-disadvantaged pupils in our school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop intra-personal skills and good mental health and well-being, due to their challenging lived experience.

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
<p>The establishment of specialist withdrawal activities for pupils in literacy and numeracy appropriate to their individual and pathway curriculum needs:</p> <ul style="list-style-type: none"> • Oak and Willow pupils – access to weekly EHC target-appropriate sessions with a specialist TA working on functional literacy, numeracy and Reading Skills. • Cedar pupils – access to weekly sessions with specialist SHINE curriculum- trained TA 	<p>An increase in the number of disadvantaged pupils on track to partially or fully meet their EHCP outcomes in cognition & learning and communication & interaction.</p> <p>For those that are involved in this programme we would aim for 100% of these pupils to (at least partially) achieve their expected goals.</p> <p>For students on the Oak and Willow pupils we would expect these pupils to make progress against the Progression Steps framework on the Bsquared assessment tool.</p>
<p>The establishment of weekly mobility/physical development activities which reinforce functional literacy and numeracy:</p> <ul style="list-style-type: none"> • Active education sessions for students with gross and fine-motor development needs with specialist-trained staff – applying the Conductive Education and MOVE programmes. 	<p>An increase in the number of disadvantaged pupils on track to partially or fully meet their EHCP outcomes in cognition & learning and sensory & physical.</p> <p>For those that are involved in this programme we would aim for 100% of these pupils to (at least partially) achieve their expected goals.</p>
<p>The establishment of weekly independent living and life skills development activities: The establishment of a number of outdoor and adventurous learning opportunities which can allow the generalisation of functional learning and independence skills:</p> <ul style="list-style-type: none"> • Termly access to a Forest School site in Ross Woods • Weekly access to a programme of Duke of Edinburgh's Award Scheme activities from Bronze up to Gold level. 	<p>For 100% of these pupils to be on track for the achievement or partial achievement of their EHC plan termly outcomes in SEMH. For all pupils to make progress against Bsquared PSHE indicators. Through observations and discussions with pupils, families (if applicable) and any often relevant parties.</p> <p>For 100% of these pupils to be on track for the achievement or partial achievement of their EHC plan termly outcomes and targets in SEMH and Sensory & Physical. For all pupils to make progress against Bsquared PSHE and PE indicators, where relevant.</p>

<ul style="list-style-type: none"> • Access to OCR Life and Living Skills Diploma. • Access to City & Guilds Functional Skills Maths and English. 	For 100% of these pupils to be on track to achieve at least award level in OCR LLS.
<p>The establishment of a number of Personal and Social/Well-being development activities:</p> <ul style="list-style-type: none"> • Access to 1-1 therapy sessions with the well-being team – counselling, art therapy, play therapy, music therapy. • Access to group specialist creative arts activities developing key age-appropriate social skills themes. 	<p>Through observations and discussions with pupils and their families.</p> <p>For 100% of these pupils to be on track for the achievement or partial achievement of their EHC plan termly outcomes and targets in SEMH and Sensory & Physical. For all pupils to make progress against Bsquared PSHE and PE indicators, where relevant.</p> <p>For relevant pupils, to show a reduction in behavioural or well-being incidents on our CPOMS behaviour monitoring.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **28,457**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of lead HLTA posts to develop and support CPD and coaching opportunities for new teaching assistants in induction (for improved positive behaviour support and awareness of behaviours of distress).</p> <p>TRAINING IN SOLIHULL APPROACH, SOLLIHULL SUPERVISION AND PROACT PRACTICE LEADERSHIP ROLES. SOLIHULL AND PROACT TRAINER ROLES.</p>	<p><u>DfE menu of approaches</u> for continued professional development of teaching and teaching assistant staff</p> <p><u>Making Best Use of Teaching Assistants</u> EEF guidance</p> <p><u>DfE guidance</u> on positive behaviour support and restraint reduction.</p>	1, 3, 5
Cover for 3 teaching staff to attend TISUK diploma course (10 days).	<u>EEF guidance</u> on use of pupil premium to support teacher development	1, 3, 5
Cover for DTCIC to attend training as part of their role.	<u>EEF guidance</u> on use of pupil premium to support teacher development	1, 3, 5

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

Budgeted cost: £ **85,897.18**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create individual/group tuition activities to develop pupils' EHC target areas in Communication & Interaction/Cognition & Learning (English & Maths) with:</p> <ul style="list-style-type: none"> • Oak and Willow pupils – access to weekly EHC target-appropriate sessions with a specialist TAs working on functional literacy, numeracy and Reading Skills. 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both <u>one-to-one</u>: and in <u>small groups</u>.</p>	<p>1, 2</p>
<p>Create individual/group tuition activities to develop pupils' EHC target areas in Communication & Interaction/Cognition & Learning (English & Maths) with:</p> <ul style="list-style-type: none"> • Cedar pathway – a specialist shine trained ta, active ed tas and move trained teacher (including intial and maintenance programmes). Head of cedar pathway to be a move trainer. 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both <u>one-to-one</u>: and in <u>small groups</u>.</p>	<p>1, 2</p>
<p>Create individual/group tuition activities to develop pupils' EHC target areas in Communication & Interaction/Cognition & Learning (English & Maths) with:</p> <ul style="list-style-type: none"> • Physical disabilities alongside their learning needs (willow and cedar pathway) – specialist active education sessions combining knowledge of teaching and learning alongside conductive education strategies for motor development. 2 TAs and tutor. 	<p>Providing <u>targeted support</u> to enable pupils with neurological conditions and limited mobility to develop greater independence and in turn lead more fulfilling lives.</p> <p>Benefits of the <u>MOVE</u> programme.</p>	<p>1, 2</p>

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

Budgeted cost: £ **63, 304**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accessing outdoor learning opportunities at the forest school site: <ul style="list-style-type: none"> • 3 forest school trained staff and 1 new leader for ks4/5 	We have observed that <u>outdoor learning</u> creates a motivating environment for pupils to apply their functional learning skills, enhancing their sense of well-being.	3,4, 5
Creative Therapies provision for pupils' well-being and mental health needs: <ul style="list-style-type: none"> • Counselling, play therapy, music therapy, art therapy. • Resources for therapy sessions 	We have observed that providing vulnerable and disadvantaged young people with a <u>provision of therapy</u> , when provided in a <u>timely manner</u> , can improve their engagement with learning, their social and emotional skills and their sense of personal safety and well-being.	3, 5
Specialist creative arts provision catering to a variety of pupil's needs and abilities, including: <ul style="list-style-type: none"> • individual piano lessons, expressive drama and music technology. 	Impact of <u>arts participation</u> as part of the curriculum to develop pupils engagement and attainment	1, 3, 5

Total budgeted cost: £ 177, 658.18

Part B: Review of the previous academic year (2022/2023)

Outcomes for disadvantaged pupils

Commentary on Impact – Pupil Premium Grant: (2022 – 2023) Total – £153, 387.86

Context - At the beginning of each term (3 times per year), a multi-professional pupil progress meeting is held during which the progress of each pupil receiving Pupil Premium Grant funding is considered. The progress in Maths and English of all pupils across the school is discussed in 3 multi-disciplinary termly review meetings across the year to check on progress. Each pupil has an EHCP target related to the main areas of Maths (Cognition & Learning), English (Communication and Interaction), PSHE (Social Emotional & Mental Health), and Independence/movement/motor control (Sensory & Physical) any key areas for their individual needs and/or any areas where their progress requires improvement, these are also supported by the teacher, pathway lead and (where appropriate) the subject lead. Pupils' progress across the curriculum is also scrutinised using the Bsquared assessment tool and the areas that require improvement are identified. This meeting considers strategies that will effectively move these pupils on and the best approach (additional teaching/tuition, specialist programmes/interventions, counselling/play therapy, OT for sensory/toileting) to support their learning, communication and independence is selected. At the end of the academic year the school's progress tracker information details the progress that pupils have made against their EHC targets, as well as recording any milestones achieved in the areas of the curriculum relevant to them. This enables us to look at pupil progress in relation to their selected intervention(s). For the purpose of this report, we identify whether pupils have made progress working towards/achieving their 3 termly EHC targets/long term outcomes (or whether it requires improvement – no progress made). This enables us to evaluate the impact and consider next steps for the pupil.

Maths and English Impact: Due to the effectiveness of our targeted PPG spending plans, pupils receiving Pupil Premium Grant support had all made progress against or met their termly EHCP targets. New EHC targets that could be delivered, supported and measured in the home were created and all parents had the opportunity to have access to Earwig for viewing and, in a number of cases, uploading evidence of progress against their home-based EHC targets. All Children in Care or pupils in transition had a virtual EHC/PEP/target review to plan their transition needs for 2022-23.

Wider Curriculum Impact: Anxiety related school refusal is still above pre-COVID 19 levels and pupil's SEMH needs are still heightened as a result of COVID-19.

The 5% increase in Pupil Premium Funding arising out of our increased proportion of pupils in receipt of funding (a higher rate of FSM, CIC and PLAC pupils) enabled us to

increase access to music therapy for our pupils, enabling a higher rate of pupil premium eligible pupils to access sessions as required.

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
N/A	

Case Studies

Pupil premium case study:

Child in Care (CIC)

STAFF DETAILS

- Name of designated teacher – Zachary Roberts-Davies
- Name of virtual school – Virtual School Kent
- Name of virtual school headteacher – Carole Bailey
- Person responsible for the pupil’s wider care plan – Milly Clark-Wilson
- Names of other key adults (such as social workers or carers) – Information removed to protect pupil identity.

PUPIL DETAILS

- Name - Information removed to protect pupil identity.
- Age - 12
- Year group – Year 8
- Gender - Male
- Special educational need(s) – ADHD, speech and language difficulties, ASD traits, SEMH needs.
- Ethnicity – White English
- Reasons for separation from birth family - Neglect

PUPIL DETAILS

- Restrictions on birth family contact – Some face-to-face and virtual contact with siblings on a bi-monthly basis. No contact with birth parents.

DETAILS OF THE PUPIL'S OUTCOMES BEFORE INTERVENTION/SUPPORT

- Attainment in reading, writing and mathematics – Bsquared Progression Steps, step 4 for reading and writing, step 3 for mathematics. Relative to his peers at St Nicholas School on the Oak pathway, the pupil is in the bottom 50th percentile for academic attainment. Due to the complex needs of the pupil, it is not appropriate to compare attainment to peers nationally.
- Attendance record – 98.4%, significantly above the school average of 87.3%. The pupil has an absence rate of 1.6% which is significantly below the school average of 10.8%, the KCC average of 14.1% and the national average of 13.2%, based on the most recent data. Pupil premium funding contributes to additional staffing, which enables staff who support the pupil to take a proactive approach to ensure they are in school with such a high rate of attendance and are able to engage with carers and social worker promptly if they are not in school to ensure their whereabouts are known and they are safe.
- Record of exclusions or other behavioural incidents – None, the pupil accesses specialist teaching and support which means they have no exclusions or behaviour incidents this academic year.

DETAILS OF THE TARGETED SUPPORT

Education targets on pupil's personal education plan (PEP)

- By the next PEP, the pupil will increase his accuracy at spelling simple phonetically decodable words so that he can improve his literacy and independent writing skills.
- By the next PEP, the pupil will be able to fully complete the lower-level number of the day worksheet.
- By the next PEP, the pupil will familiarise himself with his new timetable and teaching team.
- By the next PEP, the pupil to continue to work on a variety of fine motor activities to improve his hand strength and functioning.
- By the next PEP, a laptop to be sourced for the pupil to access online learning and homework at home.

Contributors to PEP

- Designated Teacher, class teacher, carers, social worker, virtual school.

How has the pupil premium contributed to this pupil's progress?

DETAILS OF THE TARGETED SUPPORT

- Pupil premium has been able to contribute to the Designated Teacher role becoming a sole responsibility for a member of teaching staff, enabling them to oversee the whole CIC cohort at St Nicholas School. They have been able to dedicate time throughout the academic year to support the pupil and their class teacher with achieving PEP targets as well as developing a coaching role with the pupil.
- Pupil premium funding has part contributed to the purchase of a laptop for the pupil, so they are able to access online learning and homework resources to build on what they have been learning at school.
- Pupil premium funding has part contributed to access to weekly sessions with a trained wellbeing practitioner who has supported the pupil to develop their emotional resilience and self-esteem. In turn this has led to a significant reduction in social behaviour incidents (none this academic year).
- Pupil premium funding has part contributed to specialist literacy and numeracy support by a Teaching Assistant. Some progress has been seen and a review of this targeted support will take place at the end of the academic year, once there is sufficient data.

ASSESSMENT OF OUTCOMES

How is pupil premium monitored for this pupil?

- The Designated Teacher liaises with the pupil, class teacher, carers, and social worker regularly to update them on the pupil's progress.
- At termly PEP meetings, usage of the pupil premium funding is discussed by all stakeholders and adjustments to the usage of pupil premium are made to ensure bespoke targets are making progress.
- Feedback from the pupil about their wellbeing sessions shows that they are greatly enjoying these sessions. The practitioner states he has made excellent progress and will continue to work with the pupil for the foreseeable future.

Pupil premium case study:

Previously looked after child (PLAC)

PUPIL DETAILS

- Name - Information removed to protect pupil identity.
- Age - 11

PUPIL DETAILS

- Year group – Year 7
- Gender - Male
- Special educational need(s) – MLD, FASD, ADHD, language and communication needs, SEMH needs.
- Ethnicity – White English.
- Reason for pupil eligibility (for example, free school meals eligibility or services child) – Previously looked after child, adopted from care.

DETAILS OF THE PUPIL'S OUTCOMES BEFORE INTERVENTION/SUPPORT

- Attainment in reading, writing and mathematics – Bsquared Progress Steps, step 3 in reading, writing and mathematics. Relative to his peers at St Nicholas School on the Oak pathway, the pupil is in the bottom 50th percentile for academic attainment. Due to the complex needs of the pupil, it is not appropriate to compare attainment to peers nationally.
- Attendance record – 100%, significantly above the school average of 87.3%. The pupil has an absence rate of 0% which is significantly below the school average of 10.8%, the KCC average of 14.1% and the national average of 13.2%, based on the most recent data. Pupil premium funding contributes to additional staffing, which enables staff who support the pupil to take a proactive approach to ensure they are in school with such a high rate of attendance and are able to engage with carers and social worker promptly if they are not in school to ensure their whereabouts are known and they are safe.
- Record of exclusions or other behavioural incidents - None, the pupil accesses specialist teaching and support which means they have no exclusions or behaviour incidents this academic year.

DETAILS OF THE INTERVENTION/SUPPORT PROVIDED

EHCP targets

Communication & Interaction - To recall facts with greater confidence so that I can record my work with more independence.

DETAILS OF THE INTERVENTION/SUPPORT PROVIDED

Cognition & Learning - By the end of T2 I will be able to complete simple maths problems using my knowledge of addition and subtraction.

Social, Emotional and Mental Health - By the end of T2 I will be able to become familiar with my new peers and start to develop new friendships within a larger group.

Physical & Sensory - By the end of T2 I will be able to confidently explore my new school and be able to navigate myself with less support.

How has the pupil premium contributed to this pupil's progress?

- Pupil premium funding has part contributed to access to weekly sessions with a trained wellbeing practitioner who has supported the pupil to develop their emotional resilience and self-esteem. In turn this has led to a significant reduction in social behaviour incidents (none this academic year). This has supported the pupil with making progress in their SEMH target.
- Pupil premium funding has part contributed to specialist literacy and numeracy support by a Teaching Assistant. This has enabled the pupil to make progress with their C&I and C&L EHCP targets.
- Pupil premium funding has part contributed to specialist creative arts sessions that the pupil accesses weekly, this has had a positive impact on the pupil's confidence and social skills e.g. they are building positive relationships with their peers through role play. This has supported the pupil with making progress in their SEMH and S&P targets.

ASSESSMENT OF OUTCOMES

How is pupil premium monitored for this pupil?

- Current summative assessment of the pupil's progress in literacy and numeracy shows a performance increase of 10% in literacy and 46% in numeracy.
- Reports from the wellbeing practitioner show the pupil enjoys the sessions and is exploring childhood experiences in a safe environment. The pupil also describes enjoying the sessions and looks forward to them weekly.
- Observations of the pupil during creative arts sessions show an active engagement and reflection during and after role play exercises, classroom staff have observed that the pupil has been able to use these experiences to navigate social situations with peers more successfully.

Pupil premium case study:

Ever 6 Free School Meals (Ever 6 FSM)

PUPIL DETAILS

- Name - Information removed to protect pupil identity.
- Age - 13
- Year group – Year 9
- Gender - Male
- Special educational need(s) – ASD, moderate learning difficulties
- Ethnicity – White English.
- Reason for pupil eligibility (for example, free school meals eligibility or services child) – Free school meals eligible due to familial circumstances

DETAILS OF THE PUPIL'S OUTCOMES BEFORE INTERVENTION/SUPPORT

- Attainment in reading, writing and mathematics – Bsquared Progress Steps, step 5 in writing, step 4 in reading and mathematics. Relative to his peers at St Nicholas School on the Oak pathway, the pupil is in the top 20th percentile for academic attainment. Due to the complex needs of the pupil, it is not appropriate to compare attainment to peers nationally.
- Attendance record – 95.5%, significantly above the school average of 87.3%. The pupil has an absence rate of 4.5% which is significantly below the school average of 10.8%, the KCC average of 14.1% and the national average of 13.2%, based on the most recent data. Pupil premium funding contributes to additional staffing, which enables staff who support the pupil to take a proactive approach to ensure they are in school with such a high rate of attendance and are able to engage with carers and social worker promptly if they are not in school to ensure their whereabouts are known and they are safe.
- Impact of adverse childhood experiences (ACEs) – [Keeping Children Safe in Education Part 1](#) identifies a series of risk factors for staff to look out for, this pupil has experienced several of these including, but not limited to: special educational needs, mental health needs, is a young carer, showing signs of being drawn into anti-social behaviour

DETAILS OF THE PUPIL'S OUTCOMES BEFORE INTERVENTION/SUPPORT

and has a family member in prison. [Research](#) shows that high school attendance and mental health support are critical in supporting young people with a high number of ACEs.

- Record of exclusions or other behavioural incidents - None, the pupil accesses specialist teaching and support which means they have no exclusions or behaviour incidents this academic year.

DETAILS OF THE INTERVENTION/SUPPORT PROVIDED

EHCP targets

Communication & Interaction - I will practice spellings from a list of tier 2 vocabulary to support me with my extended writing, at least weekly, by the end of term 2 2023.

Cognition & Learning - I will be able to use both analogue and digital clocks during the school day, so I can independently tell the time when its break times and lunch times, by the end of term 4.

Social, Emotional and Mental Health - I will identify how I can have quality relationships with peers, positively communicating with unfamiliar peers and broadening my social circle, by the end of term 4.

Physical & Sensory - I will be able to support the teacher in leading warm up activities for the peers within my class, at least once a week by the end of term 4.

How has the pupil premium contributed to this pupil's progress?

- Pupil premium funding has part contributed to access to weekly sessions with a trained wellbeing practitioner who has supported the pupil to develop their emotional resilience and self-esteem. In turn this has led to a reduction in social behaviour incidents (none this academic year) and an increase in personal resilience (increased independence). This has supported the pupil with making progress in their SEMH target.
- Pupil premium funding has part contributed to specialist literacy and numeracy support by a Teaching Assistant. This has enabled the pupil to make progress with their C&I and C&L EHCP targets.
- Pupil premium funding has part contributed to specialist creative arts sessions that the pupil accesses weekly, this has had a positive impact on the pupil's confidence and social skills e.g. they are building positive relationships with their peers through role play. This has supported the pupil with making progress in their SEMH and S&P targets.

ASSESSMENT OF OUTCOMES

How is pupil premium monitored for this pupil?

ASSESSMENT OF OUTCOMES

- Current summative assessment of the pupil's progress in literacy and numeracy shows they are working at a City & Guilds entry level 2.
- Reports from the wellbeing practitioner show the pupil enjoys the sessions and is exploring childhood experiences in a safe environment. The pupil also describes enjoying the sessions.
- Observations of the pupil during creative arts sessions show an active engagement and reflection during and after role play exercises, classroom staff have observed that the pupil has been able to use these experiences to be more open to discussing their past, including their family member in prison, with a trusted adult.