



Pupil premium strategy statement – Danecourt School

This statement details our school's use of pupil premium (and recovery 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	292
Proportion (%) of pupil premium eligible pupils	55% (160 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Cathryn Falconer
Pupil premium lead	Louise Rimes
Governor / Trustee lead	Sam Ojeme

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,860
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>	

Statement of intent

Danecourt is a vibrant and happy school with a hardworking, enthusiastic and dedicated staff team. Throughout the school there is an ethos of high expectations and positive outcomes for all pupils.

Danecourt is a large and oversubscribed special school located in Gillingham which is a large town in the unitary authority area of Medway. The school caters for children aged 4-11 years. All of the children attending Danecourt have an Education Health and Care Plan (EHCP). The majority of the children attending Danecourt have a diagnosis of Autism and speech, language and communication needs. The children attending Danecourt are becoming increasingly more complex in their needs, which can be seen in the difference of needs within KS1 and KS2.

Staff working at Danecourt School are totally committed to the development of all children. Children are offered the best start to their education, through a provision that is rich in opportunities and experiences; whilst being relevant and positively influencing and promoting lifelong learning, broadening the aspirations, values and opportunities for every child as they grow to fulfil their highest potential whatever their starting point. Every child at Danecourt is recognised as a unique individual and therefore the curriculum design and construction is flexible, appropriately adapted and personalised to meet the wide range of need and differing abilities of the children. The curriculum is designed to provide challenge, encouraging children to try new experiences and take risks within a controlled and safe environment whilst ensuring children maximise their progress and personal achievements.

At Danecourt pupil premium funding is focused on achieving and sustaining positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is not always the primary challenge our pupils face and we are proud at Danecourt School that our assessment shows that variance in outcomes across the school for most areas for our disadvantaged pupils compared to their peers is minimal. Progress data from 2024/25 identifies that progress for pupil premium pupils exceeded that of non-pupil premium pupils in all curriculum areas. Progress is lowest for pupil premium pupils in the Creativity Driver:

Curriculum Driver:	% pupil premium pupils who make at least expected progress
Physical (Gross motor skills, Fine motor skills, Health and Self-care)	82%
Communication (Listening, Understanding, Speaking, Vocabulary and Sharing ideas)	98%

Creativity (Music, Art, Dance, Role play)	57%
Discovery and Community (Past and Present, People and Communities, The Natural World)	77%
Functional English (Reading, Writing, Phonics, Storytelling)	92%
Functional Maths (Counting, Calculation, Space Shape & Measure, Problem Solving)	87%
PSHE & Wellbeing (Self-regulation, Managing self, Building relationships)	92%

At the heart of our approach is high-quality teaching focussed on the development of a functional, personalised curriculum for each pupil with outcomes and targets from each individual's EHCP embedded into the curriculum. This is delivered through a Track system across the school which further supports personalisation and access to the appropriate support. Our well being curriculum is a key area of support and whilst activities offered through this are available for all pupils who need it, a higher proportion of disadvantaged pupils access this.

Although our strategy is focused on the needs of disadvantaged pupils, it adopts a whole school approach where it will benefit the whole school community through funding whole-school approaches, such as high-quality teaching or embedding new ways of learning such as implementing the Sounds of Intent Framework to enhance opportunities for creativity within the curriculum.

Our vision demonstrates the importance that we as a school are placing on the quality of teaching and learning alongside the development of personalised learning relevant for all pupils.

Vision:

1. That the curriculum is ambitious and coherent, built upon a holistic and collaborative approach to planning that allows all pupils to make significant and sustained progress from their individual starting points.
2. That all staff have the knowledge and confidence to deliver a relevant, meaningful and personalised curriculum that will support the development of communication, personal, social, physical and cognitive skills, to all pupils, including those with the most complex needs.
3. That there are high levels of engagement and participation from all stakeholders so that our visions and values are embedded and inform practice and the decisions that are made.

A key focus for this year will be the embedding of an inclusive communication approach throughout the school to facilitate access to communication for all pupils along with the development of a personalised approach to learning, acknowledging that the starting points for our pupils may be very different which links with our provision of a personalised curriculum.

We have a holistic approach and aim to develop skills across communication, personal, social, physical and cognitive areas. Our well-being curriculum is a central part of supporting all pupils, but particularly those identified as disadvantaged, with a higher number of pupil premium pupils accessing support through this curriculum.

Our strategy is driven by the needs and strengths of each individual pupil, is based on formal and informal assessments, conversations with the pupils, their families and information contained within the pupils EHCPs. This will be reflected in each pupil's Person Centred Learning Plan (PCPL's) and the focus areas for pupil premium children will be added to this alongside information relating to any specific enrichment activities that they are accessing. The learning and outcomes for pupils receiving pupil premium will be discussed at pupil progress meetings termly. It is the responsibility of the class teacher to know who those pupils are in their class and be aware of what is being provided for them. The pupil premium lead supports the class teachers in delivering effective strategies to meet individual needs and monitor the progress of disadvantaged pupils. The Pupil Premium Lead will also work collaboratively with the Parent Partnership Lead to support families and encourage engagement particularly for those pupil premium pupils and will maintain an overview of strategies used for individual pupils and the impact of these.

Challenges

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

Challenge number	Detail of challenge
1	SEND All pupils have an Education, Health and Care Plan (EHCP) as a result of their special educational needs. Although the breadth of need is wide, the vast majority of the pupils attending Danecourt have severe and complex needs and are functioning a minimum of three years behind their chronological age.
2	Communication

	The vast majority of pupils attending the school have complex communication needs which can significantly impact on their learning. Pupils can be verbal or non-verbal and use a variety of methods to communicate their needs. For some pupils, including those with ASD, social communication difficulties also create a barrier for learning and require additional support and/or interventions.
3	Engagement and communication with parents/families The majority of our pupils arrive on school transport which removes the opportunity for daily informal contact with parents/carers at the beginning and end of the school day. Some families, for a variety of reasons, can struggle to engage with school activities and this can impact their ability to support their children at home.
4	Poor self regulation skills Many pupils lack the skills to support their self regulation, which can provide challenges when planning, monitoring and evaluating learning. This can also lead or be attributed to wellbeing, emotional and self confidence issues.
5	Attendance and persistent absence Difficulties with routine for many pupils and challenges with getting ready for school impacts upon the structure to their day. This can have a longer impact on their emotional wellbeing and ability to access their curriculum. The school's overall attendance for 2024-2025 is 91.94% (National is 87%) with persistent absence at 21.54% (National is 35.8%) The proportion of pupils with PA is proportional in terms of disadvantaged and non-disadvantaged pupils. The overall attendance is above National Expectations for attendance, however, it continues to be a school priority.

Intended outcomes

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

Intended outcome	Success criteria
To increase personalisation of curriculum for all pupils fully embedding targets and outcomes from the pupils EHCP into planning. This will be reflected in each pupil's PCLP, which will include information about Pupil Premium and specific focus areas related to this for the pupil.	• There is a clear picture of how children's needs are being met across the school and clear evidence that learning is personalised appropriately for each individual child across all curriculum tracks. • Therapy and education are fully integrated within a holistic approach so that pupils' fundamental needs, for example sensory integration, and communication, are fully addressed, to enable them to function at higher developmental levels.

	• The PCLP is a working document and shows clearly whether a pupil receives Pupil Premium and what the focus areas are for them. • Teachers develop skills in creating SCERTS targets which help pupils achieve the best possible outcome matched to their unique strengths, interests and abilities. • The generated heat map of key vulnerabilities will identify the most critical pupils who are requiring bespoke support.
To decrease the barriers to learning created by specific SEND / medical needs by providing: • appropriate equipment • access to appropriate therapeutic input and advice • support from staff who are highly skilled and have the knowledge and skills to support and facilitate learning all of which will support each pupil's personalised curriculum.	• Pupil progress improves because: - o Pupils are more easily able to access learning . - o Pupils receive high quality support from staff as a result of the skills and the knowledge they possess. - o a multi agency approach is implemented that addresses the whole child.
To ensure pupils will experience high-quality, scaffolded engagement with creative and expressive arts, using personalized communication methods to foster imaginative play and expression.	• All staff are confident in delivering creative learning experiences. • Concerns around progress are raised at pupil progress meetings so swift action can be taken. • Class Leads have a clear picture of what the development of Creativity skills looks like in different Tracks. • Enhancement of the curriculum offered, for example, through the delivery of Sounds of Intent. • Pupil progress data demonstrates improved levels of attainment in the Creativity Driver for disadvantaged pupils.
To develop and implement a structured, low-barrier parental communication and support system that directly addresses learning routines, building confidence in home support strategies.	• Stay and play sessions throughout the year, to include a focus on therapeutic input to equip parents with skills matched to individual pupil needs. • Participating parents report feeling better equipped and more confident in supporting their child's learning and routine at home, measured by a termly anonymous survey.

To increase attendance (including reducing persistent absence and severe absence) for all pupils, including those who are identified as being disadvantaged.	● Increased levels of parental/carers engagement. ● At least 94% attendance and reduced levels of persistent or severe absenteeism. ● Processes and procedures in place support swift action to be taken and parents / carers are supported in ensuring good levels of attendance for all pupils.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **in 2025-2026** to address the challenges listed above.

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To decrease the barriers to learning created by specific SEND / medical needs there will be support for teachers to construct personalised curriculum for all pupils with EHCP outcomes at the centre in order to provide high quality teaching and learning. This will include mentor support for ECT's and Unqualified Teachers relating to the above. There will be further development of Curriculum Driver Leads to support a clear vision of how we will improve the quality of teaching and learning in each driver area and highlight needs for CPD. Driver Leaders will know the strengths and areas for development in each Driver. We will implement the development of the Teaching Assistant Champion role to increase knowledge and competence in school and at home and further enhance the personalisation of the curriculum in a wide range of Therapeutic areas.	The DfES commissioned investigation of personalised learning approaches used by schools by the Universities of Sussex and Cambridge evidences the fact the use of personalised learning with a strong focus on skills for learning, not content, that is pursued through a strong emphasis on life skills and communication can have an impact on learning that goes beyond school and is integral to life-long learning by giving pupils the skills to learn and motivating them to succeed in their own interests and aspirations.	1,2,4
To ensure pupils will experience high-quality, scaffolded engagement with creative and expressive arts, we will develop the Creativity Driver curriculum offer through procurement of high-quality resources to remove financial barriers that prevent access to a broad, balanced, and creative curriculum which ensures equity of experience.	The Education Endowment Foundation evidence supports the key curriculum design principles of: ● Systematic Sequencing and Schema Building: The creative curriculum must be carefully sequenced so that essential knowledge and key concepts (like colour theory, musical notation, or dramatic elements) are prioritised, explicitly taught, and systematically built upon year after year. ● Repetition and Retrieval: Plan for repeated encounters of key concepts and skills to move learning into long-term memory. This means returning to the same materials, tools, or techniques in different creative contexts (e.g., using primary colours in painting, then mixing them in cooking). ● Focus on the Intrinsic Value of the Arts: The EEF acknowledges the intrinsic value of arts participation—it is important for its own sake, promoting wellbeing, confidence, and self-expression, which are crucial for pupils with SEND. The	1,2,4

Implementation of Sounds of Intent	curriculum should not solely focus on the arts as a means to improve literacy or numeracy, but as a core subject. The University of Roehampton case study, <i>The Sounds of Intent</i> Project; Employing a New Model of Children's Musical Development to Inform Curriculum Design, Teaching Strategies and Assessment identifies that <i>Sounds of Intent</i> has transformed the lives of children through the power of research-informed music education.	
To decrease the barriers to learning created by specific SEND / medical needs we will be continuing the development of the SCERTS team, including training more staff and supporting with assessments carried out and targets set. Approximately 42% of the pupils who access this support receive pupil premium. Pupils are selected for assessment through pupil progress meetings and a referral system.	The Scerts programme is Evidence based practise as recommended by National Research Council Committee. https://www.bing.com/ck/a?!&p=632c3a544a2a95eeJmldHM9MTY2NDkyODAwMCZpZ3VpZD0zZjVIOTJIZSiiMjFiLTIONWQtMmUzMy04M2NjYjM3ODY1OWMmaW5zaWQ9NTE5MA&ptn=3&hsh=3&fclid=3f5e92ee-b21b-645d-2e33-83ccb378659c&psq=scerts+model&u=a1aHR0cHM6Ly9zY2VydHMuY29tLw&ntb=1 This approach is also supported by the SALT team.	1,4 and 5
To increase personalisation of curriculum for all pupils fully embedding targets and outcomes from the pupils EHCP into planning we will implement Iris Coaching Pathways for all teaching staff to establish a structured, personalised, and sustained system for professional development that uses reflective practice and instructional coaching to consistently improve teaching quality and pupil outcomes.	There is a wide range of evidence to support the idea that good feedback can be a powerful way to help teachers to become even more effective. Research shows that when teachers receive regular feedback and support, their performance can improve dramatically (Stanulis & Floden, 2009). Stanulis and Floden found the greatest impact on teacher effectiveness comes from feedback that is frequent and consistent. The Education Endowment Foundation notes that video technology has "huge potential to support teacher development." A key benefit is providing an objective record of teaching, allowing teachers and coaches to focus on <i>what actually happened</i> rather than relying on memory or subjective interpretation.	1,2

To decrease the barriers to learning created by specific SEND / medical needs we will ensure there is high quality CPD available for all staff. We will implement CPD for all staff in specialist teaching strategies, for example, TEACCH, and Rebound Therapy. Many of these offers will be provided as Bitesize training which is recorded and can then be revisited when required. Positive handling training will be delivered by in-house trainers and will be bespoke for pupils in our school with an emphasis around positive behaviour and proactive strategies. A comprehensive programme of training for middle and senior leaders with external trainers and succession planning is being used to identify leaders for the future and to support retention. A comprehensive induction training programme will continue to be developed and will evolve according to identified needs to ensure all new staff are confident in their roles and in understanding how to effectively support all pupils..	The school has identified a number of strategies that have been effective in supporting pupil progress. Access to high quality CPD is important to enable these strategies to be implemented appropriately. EEF guidance for Pupil Premium is clear – “Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending” EEF tiered approach: high quality teaching - developing a broad and balanced knowledge based curriculum.	1,2,4 and 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase personalisation of curriculum for all pupils we will further increase the impact of the holistic approach of the therapy team by	This is to support the development of personalised learning, for example, through meeting sensory needs. The number of pupils	1,2,4,and 5

continuing to develop a more integrated approach between the Therapeutic offer alongside the educational offer to ensure children have access to personalised appropriate high quality therapeutic services. We will purchase specific equipment to support the reduction of barriers to learning.	presenting with complex sensory needs has increased. See also notes on Activity relating to the Embedding of the personalised curriculum in the Teaching area of this strategy. This will be based on multidisciplinary recommendations and professional conversations with Teachers.	
To ensure pupils will experience high-quality, scaffolded engagement with creative and expressive arts, using personalized communication methods to foster imaginative play and expression we will provide Enrichment Groups for all pupils. These opportunities will be personalised to the pupils within each of our Tracks and will directly link to developing pupils' functional skills. Groups offered include Dance, Cooking Football, Therabox, Rebound therapy, horse-riding and outdoor learning in the woods.	Enrichment activities play a crucial part in enhancing the experience of vulnerable students and building their capacity as learners-Ofsted Enrichment gives children the opportunity to try new and varied activities that develop motivation and resilience. It helps to teach life skills that benefit children beyond the classroom. Research by the Education Endowment Foundation has also found a link between Enrichment and higher attainment in English and Maths.	1, 2
To decrease the barriers to learning created by specific SEND / medical needs we will support children to develop play skills and learning through facilitating a play based approach to outdoor learning and a focus on play in the curriculum. This will include the further development of our outside learning spaces.	The EEF's Early Years Toolkit states that play-based learning is estimated to improve learning outcomes by approximately four to five additional months' progress on average. Research shows that children's mental and physical health is getting worse and that great play can make it better. During seven years at primary school, children spend 1.4 years at play. Opal works with schools to develop strategy around play and use of outdoor spaces and to increase skills of all staff in facilitating quality play. https://outdoorplayandlearning.org.uk/research-and-evidence/	1,2,3,4 and 5

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

Budgeted cost: £71,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop and implement a structured, low-barrier parental communication and support system that directly addresses learning routines, building confidence in home support strategies, and to increase attendance (including reducing persistent absence and severe absence) for all pupils, including those who are identified as being disadvantaged, we will continue to partially fund Parent Partnership and School-based Social Worker roles.	The EEF's Teaching and Learning Toolkit estimates that effective parental engagement can lead to +4 months' additional progress. This is a strong return on investment for a "Wider Strategy" approach	3,5
To decrease the barriers to learning created by specific SEND / medical needs we have an HLTA in place as nurture lead and will further develop a Nurture Hub to support pupils with SEMH needs. In addition, all staff have been trained in the use of Zones of Regulation and are able to support Teachers with the use of this in the classroom where appropriate to ensure consistency. Activities offered will include Friendship sessions, circle times, lego therapy, zones of regulation sessions, cooking, Art Groups, Playtime support groups, team building activities and learning activities at the woods.	Evidence from the Teaching and Learning Toolkit supports the use of collaborative approaches. Impact is described as consistently positive. Positive approaches include the promotion of talk (or other appropriate form of communication) and interaction between learners. Many of the activities delivered through the nurture hub will include this approach. We have been awarded the Well-being award in school. This contains evidence of the positive impact of promoting social and emotional well being in schools	1,2,4,5

The school accesses support from NELFT which provides one to one support to parents who are struggling with challenging behaviour; they provide workshops for targeted parents and support with transition into the next phase of education. They deliver "Emotional Explorers" sessions to support pupils with building confidence and managing anxiety. There is a referral process in place and pupils can also be identified at Pupil progress meetings.	In an EEF study of social and emotional learning it was evidenced that social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.	
Many pupils lack the skills to support their self regulation. To address this, the use of Zones of Regulation and the Alert programme will continue to be embedded across the school. Resources should be consistent, displayed and used in classrooms, including the implementation of TA Sensory Champions to further support self-regulation. To address the poor regulation skills of pupils there will be access to play Therapy for key vulnerable children. Pupil questionnaires, parent/teacher questionnaires will be used to triangulate evidence and show impact. To address poor regulation skills for our most vulnerable pupils a psycho-dynamic art therapist will work with key vulnerable pupils.	The EEF states the potential impact of self-regulation approaches is high (+7 months additional progress). With explicit teaching and feedback, pupils are more likely to use self-regulation strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. The Alert programme literature, research and resources also highlights evidence used in this approach. This is an integral part of our work on meeting the SEMH needs of our pupils and forms part of the pupils personalised curriculum. Decisions are often made through multi-disciplinary meetings. Evidence shows that a Psychodynamic Art Therapist uses a method that is well-validated for treating core symptoms such as stress, and is uniquely suited to addressing the complexities of non-verbalised emotional issues, particularly those rooted in past experiences.	1,2,4,5

Total budgeted cost: £141,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching:

We have analysed the progress of our Pupil Premium Pupils compared to our non Pupil Premium Pupils using Insights on Evidence for Learning and our own internal assessments. A higher percentage of Pupil Premium Pupils are achieving Expected or Above for their individual targets across all subjects areas of the Oakley Learning Journal. Progress within Communication, Literacy and Well-being are highest, recorded at above 90% for each area of learning and development. Lowest progress is within the Creativity Driver which, although still above the progress of Non-pupil Premium pupils, sits at 57%.

The new style Person Centred Learning Plan, SCERTS support through a mentor, support from the therapies team and feedback from Learning walks, peer observations and lesson observations relating to personalisation have all contributed to teachers being more effective in creating a personalised curriculum with EHCP outcomes at the centre of planning. Long term and short term targets are created directly linking back to the EHCP and are taken into account when planning. Monitoring has shown that this is becoming more embedded across the school. All short term target areas are now tagged in our Evidence for Learning tool meaning that evidence of progress in an individual's EHCP targets can easily be seen. All Pupil Premium Pupils have one EHCP area highlighted on their PCLP as a particular focus.

The development of the SCERTS programme continues to be a focus. We have a team of SCERTS assessors and a SCERTS coordinator in place. Pupils are identified at Pupil Progress meetings as needing support with engagement with specific learning targets and they will then be allocated to a member of the SCERTS Team for support. This is often in the areas of SEMH and Attention. In the Year 2024-25, 185 pupils were identified and assessed for SCERTS support. Targets were set and reviewed at the Pupil Centred Annual Review meeting and have been forwarded to new classes for the current academic year. The SCERTS team are able to support class staff with planning learning linked with the targets. The impact of this is that class staff are more able to target the learning to very specific targets and increase personalisation of the curriculum which in turn impacts positively on engagement and on what and how each pupil is able to learn. Evidence for this can be seen in Evidence for Learning. SCERTS targets are now also included in the EHCP reviews and reviewed as part of the Annual Review meeting. This has increased consistency for the pupils as they move to different classes in September.

We have continued to use the Systematic Synthetic Phonics (SSP) scheme, Little Wandle Revised Letters and Sounds and this is now embedded in our School Early Reading and Phonics Curriculum. Pupils continue to access Phonics from Phase 1 (primarily our EYFS and Engage Track pupils) now to beyond Phase 5; twelve children at the end of the academic year were accessing Little Wandle Fluency. The Phonics Induction Training was updated in April 2025 to incorporate new aspects of the Little Wandle Programme and this continues to be delivered via face to face training for all new starters as well as being available on the School Drive for all staff should they want to refresh their knowledge.

Foundations for Phonics training was also delivered to Teaching Staff and HLTAs as well as being an option for all staff to access as a Twilight Training Session, this too is available to all staff to access on the School Drive. Through the training, staff were made more aware of the support videos that are available if they need ideas on how to deliver certain aspects Phonics,

Data has shown that there has been a shift of children moving through the phases and it is evident that there are now more pupils accessing Phonics beyond Phase 2. This has also meant an increase in pupils accessing reading books at school. As a result of this, in Term 6 reading books were ordered in preparation for Home Reading to begin at the start of Term 1 2025. For those children who are not yet accessing Phonics at a level to be able to read, sensory books were purchased to enable these children to engage with books in school. Reading training for Teaching Staff and HLTAs was delivered in Term 6 and this was also planned as a training session for all TAs for September 2025. Videos for parents to support reading at home were developed and made available ready for the Term 1 2025. See and Learn (whole word reading approach) continue to be used to support those pupils who do read phonetically to further develop their reading and understanding.

Targeted Academic Support

The Therapies Team is now made up of a Speech and Language Therapist, Occupational Therapist and two Technical Assistants, one for OT and one for SALT. Makaton Mondays boost the knowledge and use of signing across the school in support of our total communication approach. Signs linked to topics are also shared with parents to support communication at home. In addition the Speech and Language Therapist has supported with class based knowledge for the total communication approach and has carried out assessments for receptive and expressive language skills. She has also supported pupils who use Augmented and Alternative Communication. This may be through PECS, Communication books and VOCA.

The Occupational Therapist has supported developing class based knowledge linked with Coordination, Movement, Sensory skills and Sensory Processing needs and difficulties. A document of functional skills has been implemented to support teachers with EHCP target setting to further develop the independence of pupils. She has also set up programmes for individual pupils which are supported by class teams and the Therapies Technical Assistants.

The Therapy Technical Assistants have provided staff with training in how to use the sensory room, swing room and sensory cube spaces as well as delivering Rebound therapy and supporting hydrotherapy, working with class teams to embed therapy programs into pupils personalised curriculums. They also support with devising personalised visuals and social stories. A recent challenge partners review recognised the impact of having a therapeutic expert within the senior leadership team, which has resulted in best practice being interwoven throughout the curriculum. Recent learning walks highlighted that there was an increase in the use and consistency of visuals across the school thus supporting the pupils communication and independence needs.

Specific resources have been purchased to support the personalised offer for pupils, for example, sensory equipment , highly motivating toys to support motivation and engagement, specific chairs to support posture etc. The impact of this can be seen in the pupils engaging more meaningfully with their environment and is evidenced in Evidence for Learning and through Pupil Progress Meetings.

Wider Strategies

More so than ever it has been and will continue to be vital to support families to ensure that all pupils have access to services, interventions, support and resources they require. This year we have provided families with school uniforms and resources to support the continuous provision between home and school such as items to support emotional regulation and/or communication. The Parent Partnership Lead has provided an increasing number of families with vital support, including accessing the food bank and the hygiene bank. She has supported families with English as an additional language to complete forms so they are able to access support. The Parent Partnership Lead also provides targeted advice to access and liaise with school and outside agencies and is able to signpost families to further support services.

Breakfast club has been expanded to offer breakfast to more pupils. It now operates from two bases one in KS1 and one in KS2. A delivery service, led by some of our Enquire pupils, has also been added for those pupils who need the familiarity of their classroom for breakfast. We are part of the National School Breakfast programme and have been part of the working party for SEN schools working with them to develop what we offer in terms of food. The impact of this should be that our pupils will access a more appropriate range of food for them. Breakfast has been opened to all pupils this year as we know that there are families struggling whose children are not eligible for Pupil Premium. The offer has been further developed to provide social and emotional support for pupils within the session, ensuring they are ready to learn when they enter the classroom. Functional skills have been developed through the implementation of washing stations and equipment that provides opportunities to develop functional skills, such as buttering toast and washing up dishes. The impact has been that teachers are telling us that pupils are arriving in class calmer and better regulated for learning.

The school Nurture Lead has completed her ELSA training. She has implemented friendship groups, circle times, Zones of Regulation work, Playtime support groups and individual support for pupils when required. Her work has contributed to the consistency of the Zones of Regulation work across the school which has impacted on pupils ability to identify the emotion they are feeling and develop a toolkit for support thus impacting positively on readiness for learning. Behaviour data shows a decrease in the number of incidents reported on sleuth. She attended PCARs to support with input from the pupils she has worked with and also attended parent teacher meetings after school to support with feedback and developing skills in families to support the pupils within their home context. Furthermore, she has supported in class, modelling Circle Time sessions to improve teachers confidence in leading emotional literacy sessions.

Play therapy has continued to be delivered across the two sites for pupils with a specific SEMH need and reports have shown positive impact for this. The Play Therapists have fed back positive outcomes directly to the class teacher which can then be disseminated to families. The therapists also offer an additional layer of support by working directly with

families to offer guidance and support. Our aim is for the therapists to join PCARs and 1:1 meetings with families throughout the year but this has been logistically challenging due to the working patterns and availability of the therapists.

Attendance is led by the Office Manager who works closely with the Parent Partnership Lead. Reasons for absence are monitored and telephone calls are used to ensure we have a reason for absence. Pupils with attendance below 90% were discussed with the external Attendance Advisor and parents of pupils with persistent absence were invited in for a conversation and to discuss ways in which the school could support or signpost parents to improve attendance. The majority of parents invited to attend an attendance meeting attended and the attendance of the pupils of those parents increased in all cases. The impact of this has been that attendance across the year for pupil premium pupils was 93% which is above the national average for special schools. Attendance for pupil premium pupils in 2024-2025 was slightly above that of non-pupil premium pupils.