



<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>	
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Our prioritisation and allocation of funds is driven by the needs of our pupils based on holistic individual assessment of progress and those approaches which are evidence-based, cost-effective methods of closing the gap. Based on assessment of our disadvantaged pupils, and given the context of the pandemic, our overarching objective is to improve educational and social outcomes for pupils. We will do this by improving engagement with learning through access to high quality teaching, therapeutic interventions to support access to the curriculum, building resilience, emotional regulation, improved attendance and personal development. These interventions fall under the headings of:

- ◁ High quality teaching
- ◁ Targeted academic support
- ◁ Wider strategies

External stakeholders including school governors, school improvement partners and our local authority attendance officer provide a level of accountability and challenge in relation to the monitoring and use of funds.

## Challenges

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

Challenge number	Detail of challenge
1	All pupils have an EHC Plan and are disadvantaged by the nature of their SEND. Their attainment is lower than age-related peers due to their complex needs and disability. Their access to learning needs to be highly differentiated.
2	Previous negative school experience: a large proportion of pupils come to our school having failed within a mainstream setting. This

	appointments, time in hospital, absence due to their condition (eg epilepsy) or medical vulnerability impacts on access to school.
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## 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><b>High quality transdisciplinary teaching will support the personal development of disadvantaged pupils, particularly in the areas of emotional regulation, physical presentation and wellbeing, effective communication and resilience.</b></p>	<p><b>Staff will be confident and competent in delivering these aspects of the personal development curriculum and embedding strategies to support throughout the day. This will be seen in teacher monitoring and learning walks.</b></p>

Disadvantaged pupils will show improved engagement with learning through:

- < Improved regulation and/or postural management
- < A varied, exciting program of activities to motivate and foster positive engagement
- < |

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Educational Psychologist for 1 day per week to embed the integration of resilience teaching into the curriculum	The Resilience Framework <a href="https://www.boingboing.org.uk/academic-resilience-approach-evaluation/">https://www.boingboing.org.uk/academic-resilience-approach-evaluation/</a> is a whole school-based model which aims to equip schools with the tools to support students to overcome adversity and improve their mental health and, in turn, educational outcomes	1,2,5,6,7



<p>Training of 1xOT Sensory Integration Module 2 - Clinical reasoning in SI: Assessment</p>	<p>gration, and organisation of sensory information from the body and the environment. It s information processing that is happening all the time to all of us. Difficulties occur when the information taken through the senses - eyes, ears, touch, smell, taste, proprioception (body awareness sense) and vestibular (movement and balance sense) is not perceived or interpreted accurately. This can impact on daily tasks, such as getting dressed, eating, moving around, socialising, and learning. Training on this course will enable staff to support students in this area, a crucial one for many of our young people. Further details can be found on the website: <a href="https://www.sensoryintegrationeducation.com/pages/what-is-si">https://www.sensoryintegrationeducation.com/pages/what-is-si</a></p>	<p>1,2,5,7</p>
<p>Arts Award (recovery)</p>	<p>The inclusion of the arts awards within our curriculum has added an inclusive awards program to allow pupils at all levels to be involved in the arts, whilst completing a portfolio of work, personal to their experiences within the fields of the arts. The arts awards were developed by Trinity College, London, to support pupils to gain a range of skills including creativity and communication, along with problem-solving, reflective-thinking and confidence. The work is based within the evidence that pupils need to be immersed within the arts to appreciate the world around them and develop skills which can be used throughout their lives. <a href="https://www.artsaward.org.uk/site/?id=1346">https://www.artsaward.org.uk/site/?id=1346</a></p> <p>The training to lead this initiative has been completed by both our art teacher and our arts support to then create an awards program suitable for our engagement pathway. The arts awards have a resources base which can be used by all in school, alongside a support program, funded at the Laing gallery which we can use. Our arts support has worked to develop the procedures of the arts awards into our GCSE curriculum, supporting pupils with their exhibition work and their</p>	



Engagement  
Music therapy  
(recovery)

The ability to respond to music is  
universal, but the way we react is unique



## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

*Data for 2021 - 2022 comparison of PP and non-PP*

