



# Boston Endeavour Academy: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Boston Endeavour Academy
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	36.9%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Laura Turner
Pupil premium lead	Amanda Brooks
Governor / Trustee lead	Rhiannon Harris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,256 (£84,106 PP; £13,150 post CiC)
Recovery premium funding allocation this academic year	£0 n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£84,106</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

Our pupil premium spending for the 2025–2026 academic year is strategically focused along two complementary axes. Firstly, it aims to ensure that the school continues its proud tradition of achieving no measurable gap in outcomes between pupils identified as disadvantaged under the pupil premium criteria and their peers. Secondly, it seeks to guarantee that disadvantaged pupils have full access to our newly revised curriculum, which is designed for students aged 4–19 and is firmly focused on:

- The acquisition of key academic knowledge and skills
- Employability
- Independence within the community

The school experienced significant growth following its relocation to a new site, expanding by 40% in the Summer of 2021. Further increases in pupil numbers were recorded in subsequent years: 26% in September 2022, 16% in September 2023, 6.1% in September 2024, and 1.3% in September 2025. In response to this growth, we are investing in the training and development of staff new to the school to ensure they are equipped to deliver evidence-based, targeted support for disadvantaged pupils.

We recognise the crucial importance of language development and reading as foundational factors for future learning, independence, and employability. As such, they form a central element of our strategy to maximise opportunities for disadvantaged pupils.

We are investing in expanded opportunities for work experience and employer engagement to enable disadvantaged pupils to develop practical, work-based knowledge and skills, with a particular focus on the sectors of retail, hospitality, and horticulture. This strongly reflects our commitment to supporting pupils in achieving our intent of ‘Preparing for life after BEA’.

Data collected during 2020–2021 and 2021–2022 highlighted that community access was particularly affected by COVID-19 and associated remote learning. Since then, community access has begun to improve, with many of our pupils now regularly engaging with local facilities and settings. Research shows that the impact of COVID continues to affect society, with significant effects across multiple areas, including Health and Wellbeing, Education and Learning and Mental Health. The lasting impacts of this include persistent learning deficits within education systems and elevated mental health challenges among young people. Therefore, the practical application of both existing and new knowledge and skills within the school, as well as in the local and wider community, remains central to our curriculum approach. The reduction in such opportunities has had the greatest impact on disadvantaged pupils.

Our strategy acknowledges the ongoing mental health impact of Covid and the rising cost of living, particularly on disadvantaged pupils. It also recognises the need for additional training, resources, and targeted interventions to address these challenges.

## Challenges

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

Challenge number	Detail of challenge
1	The pupils are performing significantly below the levels of their peers in mainstream educational settings in Reading, Writing, and Mathematics.
2	Our observations and discussions with families have highlighted the negative impact of limited social opportunities and restricted access to local facilities during and following the COVID-19 lockdowns. This effect has been particularly pronounced among students who joined the school in the academic years 2022/23, 2023/24, 2024/25, and 2025/26.
3	The current economic and energy crisis has left many families deeply concerned about their financial stability. Rising costs for energy, water, and sewerage services have placed additional strain on household budgets. As a result, parents have fewer opportunities to take their children out into the community, and many are experiencing significant stress about their ability to provide for their families. These pressures have also led to an increased need for mental health support.
4	Language barriers exist for families with English as an Additional Language (EAL), particularly in cases where parents do not share a common language.
5	Our observations and conversations with families highlight that disadvantaged pupils have significantly reduced access to community facilities and resources—such as cinemas, recreational activities, and transport—compared with their peers.
6	Our observations and discussions with families have highlighted that access to textual materials in the homes of disadvantaged children is significantly lower than that of their peers.
7	Analysis of academic data from the 2024–2025 academic year indicates the presence of a modest yet measurable attainment gap in both Mathematics and Literacy. This disparity suggests that some pupils are not progressing at the same rate as their peers, warranting further investigation into the contributing factors and the implementation of targeted support strategies.

## 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>Ensure all pupils have access to high-quality first teaching, with the aim of improving outcomes for disadvantaged pupils in Mathematics, Reading, and Writing. Additionally, focus on further closing the progress gap for Children in Care (CiC) and Pupil Premium pupils, particularly in Mathematics and Literacy for the most able learners.</p>	<p>Our range of assessment measures including Evidence for Learning, Engagement Model, AQA and NCFE evidence show no gap in attainment in mathematics, reading and writing for disadvantaged pupils compared with their peers.</p> <p>Observations and learning walks conducted by both internal school staff and visiting professionals will evidence increased teacher confidence and knowledge and understanding of the curriculum and assessment systems, including the ability to articulate how lessons sequentially follow previous lessons and build on knowledge.</p> <p>Use of the 'Build Empower and Achieve' quality assurance system to ensure that both the quality of the curriculum and its implementation are quality assured effectively.</p> <p>Expand and adapt reading resources (e.g., sensory books, switch-adapted texts, symbolised books, diverse stories) and create inclusive reading spaces in every class.</p> <p>Integrate reading activities into the daily timetable, including story time, 1:1 reading, peer reading, and communication sessions using reading materials.</p>
<p>Provide targeted professional development opportunities for class teachers and class leads, with a specific focus on developing and enhancing the quality of teaching in Reading, Writing, and Mathematics.</p>	<p>Observations and learning walks conducted by Senior Leaders and Subject Lead will evidence increased teacher confidence and knowledge and understanding of Reading/Phonics and Mathematics programmes as appropriate to classes and individual pupils, including, the Phonics</p>

	<p>programme Read Write Inc, Accelerated Reader, The Reading and Language Intervention for Children with Down Syndrome programme (RLI) and the White Rose Mathematics curriculum.</p> <p>Use of the 'Build Empower and Achieve' quality assurance system for teachers and class leads.</p> <p>Focused learning walks via QA Calendar, followed with detailed feedback, guidance and coaching for personal and whole school development.</p> <p>Book Scrutiny and Moderation QA followed by detailed feedback, guidance and coaching for personal and whole school development.</p> <p>Focused training through Wednesday workshops on High Quality Teaching, Adaptive teaching, Championing SEND and focusing learning on barriers to learning for SEND.</p>
<p>Disadvantaged pupils will demonstrate continued improvement in vocabulary acquisition, language comprehension, and their ability to communicate effectively using their preferred mode of expressive and receptive communication.</p>	<p>Standardised measures of progress through the school's assessment measures display no gap in communication levels between disadvantaged and all pupils.</p> <p>Focused learning walks via QA Calendar, followed with detailed feedback, guidance and coaching for personal and whole school development.</p> <p>Book Scrutiny and Moderation QA followed by detailed feedback, guidance and coaching for personal and whole school development.</p> <p>Focused training through Wednesday workshops on High Quality Teaching, Adaptive teaching, Championing SEND and focusing learning on barriers to learning for SEND.</p>
<p>The school's wellbeing strategy, alongside access to comprehensive mental health support, will empower all disadvantaged pupils to develop and sustain self-regulation and resilience skills.</p>	<p>Through achievement of SEMH EHCP targets and case studies of targeted disadvantaged pupils.</p>

<p>Disadvantaged pupils will have access to high-quality careers and vocational education, supporting increased independence and positive outcomes aligned with their individual interests and aspirations.</p>	<p>Assessments of progress towards personal independence targets on EHCPs.</p> <p>Continued assessment of progress using the 8 Gatsby Benchmarks using the Compass+ tool from The Careers &amp; Enterprise Company which supports us to benchmark, manage, track and report on our school's careers programme.</p> <p>Cookery, PE and Forest Schools outcome measures, NCFE and AQA will show no gap between disadvantaged pupils and their peers.</p>
<p>Disadvantaged pupils will access high-quality preparation for adulthood through comprehensive pathway planning, active engagement with external providers in education, social care, and employment, and enhanced opportunities for accreditation.</p>	<p>All disadvantaged pupils have vocational and work experience opportunities that are in line with individual aspirations.</p> <p>All disadvantaged pupils will have a vocational profile.</p> <p>All disadvantaged pupils have ambitious pathway plans in place in line with those of their peer group.</p> <p>All disadvantaged pupils will access Careers Related Learning opportunities in line with those of their peer group. To include but not restricted to a series of employability workshops delivered by the DWP. Access to support and advice from a range of employers, further education settings, day opportunity settings and independent training providers.</p>
<p>Disadvantaged pupils will further develop their understanding of community resources and the skills required to access and utilise them effectively.</p>	<p>Disadvantaged pupils make progress in key life skills including road safety, making purchases, using libraries, supermarkets, cafes, cinemas, public transport and leisure facilities.</p>
<p>Disadvantaged pupils will have access to a range of sporting activities, resources, and facilities, and will develop sustained habits of physical activity that support lifelong wellbeing.</p>	<p>Outcomes specified within Physical and Sensory elements of EHCPs are met for disadvantaged pupils.</p> <p>Disadvantaged pupils engage in physical activities including extended range of physical therapies.</p>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued professional development of the Forest Schools TA2 teacher to deliver high quality vocational lessons.</p> <p>Maintenance of quality Forest Schools environment including resource purchases.</p> <p>Coordination of work experience visits and collaborative working with a local allotment.</p>	<p>Teachers of vocational subjects need to have skills in vocational area and the skills of pedagogy.</p> <p>Ofsted: Educational effectiveness research and further education and skills (2019)</p>	2, 5
<p>Continued training and development work with Ruth Miskin Consultant Trainers to develop phonics teaching in school.</p> <p>Staff training and development on the delivery and implementation of NCFE qualifications in Mathematics and English.</p> <p>Further staff training to deliver the White Rose Mathematics scheme using the accompanying resources.</p> <p>Provide targeted CPD to ensure staff understand the rationale, structure, and delivery methods for each curriculum pathway.</p>	<p>Continued use of Read, Write, Inc.</p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Continued use of the White Rose Mathematics scheme.</p> <p><a href="https://www.ncfe.org.uk/How-to-prepare-for-quality-assurance-reviews">How to prepare for quality assurance reviews   NCFE</a></p>	1, 2, 6, 7
<p>Development of knowledge of Careers Related Learning for Post 16 class leads supported by the school's Careers Lead.</p> <p>Access to specialist external careers development organisation.</p>	<p>Ensure that the school is fully engaged and compliant with the Gatsby framework outlining the requirements of quality careers guidance.</p> <p>Use of Compass+ to benchmark, manage, track and report on Boston Endeavour Academy's careers provision at individual student level.</p>	5

	<p>Continued use of the CDI Career Development Framework to develop the six career development skills that are identified that learners need to have positive careers. Evaluation of the framework's learning outcomes.</p> <p>Implementation of Skills Builder Universal Framework. Evaluation of the framework's essential skills.</p> <p><a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p> <p><a href="https://resources.careersandenterprise.co.uk/resources/new-cdi-framework">https://resources.careersandenterprise.co.uk/resources/new-cdi-framework</a></p>	
<p>Development of a TA2 post with responsibility for maintaining the school library and supporting reading in school through 1:1 reading interventions, clubs and lessons.</p>	<p>Targeting the development of reading comprehension is a vital part of the reading process particularly for second language learners and those with Autism</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1, 4, 6
<p>The senior teacher will complete the National Professional Qualification for SENCO (NPQ SENCO).</p>	<p>Enhance leadership capacity and improve the quality and effectiveness of SEND provision across the school.</p> <p>Strengthen inclusive practices.</p> <p>Improve outcomes for pupils with SEND.</p> <p>Ensure compliance with statutory requirements and best practice guidance.</p> <p>The NPQ for SENCOs was developed in collaboration with an Expert Advisory Group and independently endorsed by the Education Endowment Foundation (EEF), underscoring its evidence-based content and focus on improving pupil outcomes.</p> <p><a href="https://assets.publishing.service.gov.uk/media/66e17cc5caa02d92e72c8d54/NPQ_evaluation_interim_report_2.pdf">https://assets.publishing.service.gov.uk/media/66e17cc5caa02d92e72c8d54/NPQ_evaluation_interim_report_2.pdf</a></p> <p>A separate DfE evaluation of early years SENCO training (June 2025) showed increased confidence and reported improvements in setting-level SEND support after completing training.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	1, 7
<p>Objective: A member of the Senior Leadership Team (SLT) will complete the National Professional Qualification for Senior Leadership (NPQSL).</p>	<p>Strengthen leadership capacity, strategic decision-making, and whole-school improvement.</p> <p>NPQs are designed by the Department for Education to develop evidence-based leadership expertise that improves pupil outcomes and school performance.</p>	1, 7

	<p>The NPQSL curriculum is grounded in research endorsed by the Education Endowment Foundation, focusing on effective implementation, instructional leadership, and impact evaluation—key principles for raising attainment.</p> <p>Ofsted's Education Inspection Framework highlights the importance of strong leadership in driving curriculum quality, inclusion, and pupil progress. NPQSL equips leaders with these competencies.</p> <p>DfE evaluations of NPQs show participants report improved confidence in strategic leadership and measurable improvements in school systems and pupil outcomes.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards employment of an additional TA in classes to cover teachers to enable them to deliver quality sports and exercise programmes and for the purchase of associated equipment.</p> <p>Spending on tennis, swimming external coaching</p>	<p>Beyond the wider evidence base for the benefits of exercise, specific interventions such as sensory circuits and sensory integration have wide anecdotal evidence base in regulation and preparedness for learning for pupils with additional needs, particularly Autism although the academic evidence base is not yet strong.</p> <p><a href="https://www.nhs.uk/live-well/exercise/exercise-health-benefits/">https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</a></p> <p><a href="https://www.rcot.co.uk/practice-resources/library-resources/evidence-spotlights">https://www.rcot.co.uk/practice-resources/library-resources/evidence-spotlights</a></p>	2, 3, 4
<p>Continued professional development of the Moving and Handling trained TA3 to delivery hydrotherapy, ongoing maintenance of the hydrotherapy pool and purchase of associated equipment.</p> <p>Pool Plant Operator training will be provided for an additional member of staff to ensure greater</p>	<p>Hydrotherapy and swimming opportunities are widely recognised for their positive impact on pupils with reduced mobility, particularly since these pupils often face limited access to other forms of physical activity.</p> <p>UK research and expert opinion further emphasise its value:</p> <p>“The warmth of the water...results in decreased muscle tone and decreased spasticity. Buoyancy of the water is used to assist movement of joints – which is either more difficult or painful on dry land”. [specialneedsguide.co.uk]</p>	4

<p>consistency in keeping the pool operational.</p>	<p>Physiotherapists at the RNIB Pears Centre highlight how multisensory hydrotherapy pools "stimulate the senses whilst calming children with sensory and learning difficulties," enabling regular access to water therapy that would otherwise be difficult due to logistical barriers. [specialneeds-guide.co.uk]</p> <p>Furthermore, a 2021 National Manifesto for Hydrotherapy—endorsed by the Chartered Society of Physiotherapy and the Aquatic Therapy Association—notes that warm, buoyant water "helps reduce the load on the joints and can make stretching and movement more effective," giving a safe, controlled environment for rehabilitative exercise. [atacp.csp.org.uk]</p> <p><a href="https://www.wwl.nhs.uk/media/.leaf-lets/6305dbc64d49f2.06908532.pdf?scrly-brkr=2625ca5d">https://www.wwl.nhs.uk/media/.leaf-lets/6305dbc64d49f2.06908532.pdf?scrly-brkr=2625ca5d</a></p>	
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £24,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a full time home / school liaison officer to enhance parent engagement and access to community services including EAL teaching for parents, Social Care support, Transport training</p>	<p>This wide-ranging role has a strong evidence base for breaking down barriers between home and school, especially for disadvantaged families</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1, 2, 3, 4</p>
<p>Development of the role of the wellbeing champion/mental health lead.</p>	<p>The Wellbeing Champion/Mental Health Lead has achieved a Level 2 qualification in Supporting Mental Health and Wellbeing in the Workplace, focusing on staff wellbeing.</p> <p>Actively leads and supports consultations with the Mental Health Support Team (MHST).</p> <p>Provides practical support for families through hardship initiatives, including accessing Greggs Hardship Fund for essentials such as white goods, beds, clothing, utilities, and vouchers.</p> <p>The lead will commence a Level 2 course in Supporting Children's Mental Health and</p>	<p>3</p>

	<p>Wellbeing in January 2026, strengthening capacity to address pupil needs.</p> <p>Contributes to the Trust-Wide Wellbeing Working Party, including developing a three-year wellbeing strategy for staff across the trust.</p> <p>Enhances staff wellbeing, reducing stress and improving retention.</p> <p>Builds expertise to support pupils' mental health, aligning with DfE Mental Health in Schools guidance and Whole School Approach principles.</p> <p>Strengthens family engagement and community support, mitigating barriers to learning for disadvantaged pupils.</p>	
Further training and resourcing for the continued roll out across school of the Zones of Regulation approach.	<p>We have found clear evidence of pupils making progress on PSD measures of self-regulation.</p> <p><a href="https://www.zonesofregulation.com/research-evidence-base.html">https://www.zonesofregulation.com/research-evidence-base.html</a></p>	2
Implementation of tailored therapy sessions to support the mental health and promote emotional wellbeing of disadvantaged pupils.	<p>All class-based staff will undertake refresher training on the Curiosity Programme, and all new staff will receive full training to ensure consistent implementation.</p> <p><a href="https://learningjournals.co.uk/what-is-the-curiosity-approach-and-why-is-it-important/">https://learningjournals.co.uk/what-is-the-curiosity-approach-and-why-is-it-important/</a></p>	2

**Total budgeted cost: £84,106**

## 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.

Aim	Outcome
<p>Access to quality first teaching for all pupils leading to improved outcomes for disadvantaged pupils in mathematics, reading and writing.</p> <p>Further close the gap for pupil progress for CiC/LAC pupils and pupil premium in Maths and Literacy for the most able.</p>	<p>Assessment of pupils through BEA's curriculum stages—Discoverers, Explorers, Investigators, and Adventurers—indicates that pupils generally met or exceeded their curriculum targets. Most Pupil Premium (PP) pupils also achieved their end-of-year Reading and Writing targets in line with non-PP pupils.</p> <p>All Pupil Premium (PP) students achieved or partially achieved their EHCP outcomes in the areas of Communication and Interaction, as well as Cognition and Learning. In the Post-16 Department, where applicable, PP students attained AQA certification at pre-entry or entry level, demonstrating performance consistent with that of their non-PP peers.</p> <p>A small attainment gap was identified in Reading and Mathematics for disadvantaged pupils compared with their peers.</p> <p>The NCFE curriculum has been implemented successfully, with two quality assurance visits conducted and no actions identified.</p>
<p>Access to professional development opportunities for class teachers and class leads, specifically focusing on developing and improving the teaching of reading and Mathematics.</p>	<p>The Maths Lead successfully completed the National Professional Qualification in Leading Primary Mathematics (NPQLPM). The Reading Lead successfully completed the National Professional Qualification in Leading Literacy (NPQLL) during the academic year.</p> <p>The Early Years Lead has completed the Early Years National Professional Qualification (NPQEY).</p> <p>Additionally, where applicable, class-based staff receive regular training in the delivery of Read Write Inc. (RWI).</p>

<b>Aim</b>	<b>Outcome</b>
Disadvantaged pupils will continue to display improved vocabulary knowledge and ability to comprehend language and communicate using their dominant methodology.	Reviews of individual pupils Communication and Interaction EHCP outcomes showed that all outcomes were fully or partially achieved.
The school's wellbeing strategy and access to mental health support will enable all disadvantaged pupils to develop and maintain regulation and resilience skills.	<p>All PP pupils achieved or partially achieved their SEMH EHCP targets. Case studies of targeted disadvantaged pupils highlight the effectiveness of the implementation of the Zones of Regulation.</p> <p>Ongoing work is required on the writing of layered SEMH EHCP outcomes to make them more measurable, achievable and in line with individual vocational pathways to support the emotional wellbeing of all pupils and to keep in line with their changing aspirations.</p> <p>A member of staff was trained to deliver the ELSA programme.</p>
Disadvantaged pupils will have access to high quality careers and vocational education leading to increased independence outcomes in line with individual interests and preferences.	<p>All PP pupils made progress with their cookery outcomes with no identifiable gaps between PP and non-PP pupils.</p> <p>All PP students in the Post 16 Department achieved ASDAN Personal Progress 2020 achieved entry 1 level extended certificates or AQA certification at pre-entry or entry level in line with non-PP students.</p> <p>NCFE qualifications were successfully introduced and both quality assurance visits were successful.</p> <p>All pupils with transition outcomes in the EHCP fully or at least partially achieved their EHCP outcomes.</p>
Disadvantaged pupils access high quality preparation for adulthood through detailed pathway planning, engagement with external providers of education, social care services and employment and improved accreditation opportunities.	<p>All disadvantaged pupils have vocational and work experience opportunities. Additional work experience placements have been sourced and accessed.</p> <p>All disadvantaged pupils have ambitious pathway plans in place in line with those of their peer group.</p>
Disadvantaged pupils further develop knowledge of community resources and the skills to access these.	All disadvantaged pupils make progress in key life skills including road safety, making purchases, using libraries, cinemas, public transport and leisure facilities. Those disadvantaged pupils with road safety EHCP outcomes have all partially or fully achieved their outcomes.
Disadvantaged pupils have access to sporting activities, resources and facilities and develop habits of physical activity to aid life-long wellbeing.	All disadvantaged pupils have achieved or partially achieved their Physical and Sensory EHCP outcomes. All disadvantaged pupils have engaged in physical activities including extended range of physical therapies.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year.**

Community inclusion activities including visits to external sports facilities (swimming, tennis) and town centre facilities (shops, churches, library).

Adequate levels of staffing to support on trips.

Resources to support hand strength and coordination and further develop writing.

Opportunities to access external sports facilities to aid motor development and coordination skills.

Staffing to support on trips and for 1:1 focused activities and the development of social skills and confidence in pupils.

### **The impact of that spending on service pupil premium eligible pupils.**

The provision of a wide range of community inclusion activities had a positive impact on Forces children by supporting their social, emotional, and physical development while helping them feel connected to their local community. Visits to external sports facilities including the swimming pool and the tennis club promoted physical wellbeing, improved motor coordination, and supported the development of strength and stamina. Access to town centre facilities helped Forces children develop confidence in unfamiliar environments and build essential life skills, particularly important for children who may experience frequent transitions due to parental deployment or relocation.

Adequate staffing levels ensured that all pupils were fully supported to engage safely and meaningfully in trips and activities. This included targeted support, which enabled Forces children to access learning opportunities at their own pace, develop independence, and build self-confidence. Resources designed to improve hand strength and coordination further supported fine motor development and writing skills, helping children to make progress academically alongside their peers.

Staff support also played a crucial role in developing social skills, enabling Forces children to form positive relationships, improve communication, and feel a sense of belonging within both the school and wider community. Overall, these opportunities helped mitigate the challenges often faced by Forces children by fostering resilience, confidence, and inclusion, ensuring they were well-supported both socially and educationally.

# Further information (optional)

## Additional Activity

Our Pupil Premium strategy will be supplemented by additional activity that is not funded through Pupil Premium or Recovery Premium. This includes:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring. These initiatives will support young people with SEND to familiarise themselves with the college environment and gain experience of college life and study.
- Arranging work-based learning opportunities that enable pupils to gain first-hand experience of employment, including apprenticeships, traineeships and supported internships.

## Planning, Implementation and Evaluation

In planning our new Pupil Premium strategy, we evaluated why activity undertaken in previous years had not achieved the level of impact expected.

Previously, we used the Education Endowment Foundation's (EEF) Families of Schools database to compare the performance of disadvantaged pupils in schools similar to ours. However, this service has been paused since the Covid-19 pandemic.

We reviewed a range of reports, studies and research papers relating to the effective use of Pupil Premium, particularly those exploring the intersection between socio-economic disadvantage and SEND. We also considered research into the impact of the Covid-19 pandemic on disadvantaged learners. The pandemic provided deeper insights into the home lives of pupils from disadvantaged backgrounds and enabled us to strengthen relationships with parents and carers.

In addition to the Pupil Premium-funded activities outlined above, we have established clearer expectations around effective practice. A strong focus has been placed on supporting teachers and teaching assistants to develop their professional practice through high-quality training in specialist areas. This approach enables staff to develop expertise and share effective practice across the school.

We have used the EEF's implementation guidance to inform our planning and have established a robust evaluation framework to support our three-year strategy. This will allow us to monitor impact, make informed adjustments and drive continuous improvement to secure better outcomes for pupils over time.