



# **Mill Green School**

## **Pupil Premium and Recovery Premium Strategy Statement**

**2022/2023 - 2025/2026**

**Reviewed Autumn 2024**

## Pupil premium strategy statement

This statement details Mill Green School's use of pupil premium (and recovery premium for the 2022 to 2023 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	Mill Green School
Number of pupils in school	151 (75 Secondary)
Proportion (%) of pupil premium eligible pupils	42.7% (KS4)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	September 2022 (Reviewed November 2024)
Date on which it will be reviewed	November 2025
Statement authorised by	Sean Lenahan
Pupil premium lead	Cassie Surrey & Adele Beresford-Smith
Governor / Trustee lead	Marie Quirk

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-2025	£33,600
Recovery premium funding allocation this academic year 2023 - 2024	£0 – ceased 2024/2025 academic year
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,600

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim at Mill Green is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. At Mill Green, every student has an Education, Health and Care Plan (EHCP). As a school we work with students with a range of needs including SEMH, MLD, SLD, PMLD, CLD and ASD. Socio-economic disadvantage is often not the primary challenge our pupils face, however we do see some slight variance in the outcomes of our learners who are in receipt of pupil premium funding when compared to their peers in some areas.

It is important to note that there is no significant difference for progress or attainment between students who are vs those who are not eligible to receive pupil premium. Barriers to learning are consistently recognised and addressed for all students at all times.

We take a holistic approach, putting each student as an individual at the heart of what we do. This approach is complemented by high quality teaching, bespoke support focused on areas that individual pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Our curriculum access team are central to this.

Although this strategy is focused on the needs of those students who are eligible to receive pupil premium, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as resources or training to impact on highly effective teaching and learning. Implicit in the intended outcomes detailed below, is the intention that outcomes for all pupils will be improved.

We also provide pupils with support to develop independent life and social skills and continue to ensure that high quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery following Covid-19, notably through engagement with the National Tutoring Programme 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, based on formal and informal assessments, as well as their unique EHCP. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood and the world of work.

## Challenges

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

Challenge number	Detail of challenge
1	Many pupils need an individualised curriculum in order to make progress in line with their EHCP outcomes and academic attainment.
2	Many of our learners require support in managing their behaviour positively in order to access their education and make successful transitions to adulthood.
3	Some pupils experience barriers to learning due to their sensory needs not being met impacting on their engagement with the curriculum.
4	Many of our pupils have difficulties with their communication skills. This can impact on both expressive and receptive language as well as social interaction difficulties. Some pupils are non-verbal and require alternative methods of communication and additional support.
5	Most pupils require additional support to develop personal independence and life skills such as independent travel and work-related skills.
6	Some of our pupils are faced with barriers to learning due to their social, emotional and mental health. This can have a significant impact on their wellbeing, relationships, education and attendance.
7	Some pupils require additional interventions to develop their knowledge and understanding about appropriate relationships, including safe online interactions and consent.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025/26)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Pupils access individualised curriculum based on their needs.</p> <p>All pupils making at least good progress and improved attainment, relative to their starting points as identified through baseline assessments.</p>	<p>Pupils making progress at the same level as their peers, as demonstrated by end of year assessments, data analysis, lesson observations and learning walks, work scrutiny and moderation.</p>

<p>Trained Team Teach tutors within school available to train all staff and offer support, advice and guidance.</p> <p>Pastoral Learning Mentor within school to provide behavioural and wellbeing support to young people across school.</p> <p>Thrive Practitioners (Childhood and Adolescent) within school to reduce barriers to learning, promote effective participation, enhance individual learning and raise aspirations as well as improve the social, emotional and mental health of young people and to build resilience in times of stress.</p> <p>Behaviour Support Team to work with all classes to offer advice, guidance and support including drafting and reviewing PBS plans.</p> <p>PBS plans in place and consistently practiced to reduce serious incidents and restrictive physical interventions (RPI) and increase pupil engagement and attainment.</p> <p>Pupils regulating and managing own behaviour using taught strategies as independently as possible.</p>	<p>Reduction in number of serious incidents and restrictive physical interventions (RPI).</p> <p>Increased pupil engagement evidenced through observations and pupil progress.</p> <p>Pupils becoming more independent in managing own behaviours using a range of learned skills and strategies including sensory and emotional regulation.</p> <p>Pupils show increased engagement and participation and improve independent learning skills.</p> <p>Pupils show increased resilience when faced with periods of stress, with increased tolerances and a reduction in incidents on an individual basis.</p> <p>Members of staff trained as THRIVE Licensed Practitioners (Childhood and Adolescent).</p>
<p>Implementation of sensory diets for identified learners based on their individual assessments and need.</p> <p>Appropriate resources identified, purchased and utilised to support and extend pupils' engagement in learning.</p> <p>Pupils being encouraged to apply taught regulation strategies with increasing independence.</p>	<p>Evident through observations and pupil work - pupils attending to work based tasks for extending periods of time.</p> <p>Engagement profiles for all pupils with engagement model data gathered and used to inform future strategies.</p> <p>Observations of pupils being supported to complete their sensory diet activities as and when appropriate with some learners identifying and applying taught strategies independently.</p> <p>EHCP outcomes as well as Progressive Learning and Independence Plans (PLIPs) being monitored and developed to prepare pupils for adulthood.</p>

<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>Improved communication for all identified pupils allowing them to effectively communicate with a range of people in a range of contexts.</p> <p>Student making progress with their communication skills in line with their ability and stage of development.</p> <p>Training relating to Augmentative and Alternative Communication (AAC) and Total Communication to be delivered to whole school by Speech and Language Therapist (SaLT)</p>	<p>Accessing additional support / strategies and making accelerated progress in this area where skills are not in line with those of their peers.</p> <p>Progress against relevant EHCP outcomes as well as outcomes set by Speech and Language Therapists (SaLT) monitored through the review process.</p> <p>Increase in staff knowledge and awareness of a range of communication strategies impacting on classroom and wider school environment, interactions with students and developing student's communication skills promoting accelerated progress for students in this area.</p>
<p>Pupils feel better prepared for work and / or Further Education (FE) opportunities through mentoring, work experience and opportunity.</p> <p>Trained member of staff responsible for mapping and coordinating the development of careers throughout the school curriculum.</p> <p>Access to career advice so pupils feel equipped and confident as they prepare for adulthood and understand the choices and options available to them.</p> <p>Increased opportunities for all pupils to engage with a range of enrichment, vocational and careers activities.</p>	<p>All pupils, where appropriate, have access to high quality work experience and careers mentoring.</p> <p>Most pupils demonstrating personal independence and life skills in line with their peers.</p> <p>Disadvantaged pupils are as likely as their peers to progress to Further Education (FE) / employment at the end of KS5.</p> <p>Employability skills tracked and monitored through pupil work scrutiny.</p> <p>All pupils to have met with careers connect.</p>
<p>Identified pupils accessing additional and bespoke support in school on a regular basis, e.g. bespoke timetables, mental health welfare support etc</p> <p>Parents and pupils supported by school staff including the pastoral team, with signposting to and collaboration with external agencies.</p>	<p>Wellbeing improved and evident through increased attendance, discussions with pupils and families, learning walks and observations.</p> <p>Increased pupil engagement and progress evident through data analysis, lesson observations and learning walks.</p>
<p>Pupils have greater confidence and independence to engage more with the wider community and to safely and appropriately manage relationships.</p>	<p>Pupils demonstrate and apply understanding about appropriate relationships, boundaries and consent.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-2024)** to address the challenges listed above.

### Teaching (e.g. CPD, recruitment and retention)

Budgeted cost: £7570.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Teaching and Learning lead (AHT) will undertake / complete the NPQ in Leading Teaching Development to become a 'teacher educator' and will successfully support teachers to expand their pedagogy.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:  <a href="https://www.suttontrust.com/reports/wp-content/uploads/2019/04/What-Makes-Great-Teaching-REPORT.pdf">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a>	1
Ensuring high quality RSHE is accessible to all students through the curriculum and there are clear processes for access to additional support as / where needed.	In 2012, Jones et al concluded that children and young people who have SEND are at an increased risk of being abused compared with their non-SEND peers ( <a href="#">NSPCC</a> ).  Some pupils with SEND may be more disinhibited than their peers and may act intrusively or inappropriately.  It is important that all of our students are safeguarded in relation to relationships and consent and it is our responsibility to embed this into our curriculum so that pupils understand what is and is not appropriate.	7
HLTA undertaking careers mapping across the curriculum to embed careers education in all subjects.	According to the Education Endowment Foundation (EEF) aspiration interventions tend to fall into 3 broad categories. By implementing a careers curriculum across the whole school that focuses on teaching practice and provides access to work related experiences and employability skills (category 2) we will improve pupil ambitions and therefore incentivise improved attainment. We will also work with families (category 1) through our 'What matters to me' day and annual review process we will promote	5

Tracking student's careers education journey and progress.	<p>links established in each pupils EHCP, focusing on preparation for adulthood.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p>The Gatsby benchmark for good career guidance (July 2019) sets out that good career guidance can have a profound impact on social mobility and this is particularly important for more than one million young people recognised as having SEND who are often held back by negative stereotypes and assumptions about their limitations. The role of trained school staff in raising aspirations is crucial.</p>	
TEACCH training	<p>TEACCH is one strategy used to structure learning for people with autism. It can be adapted and used in a wide range of ways to support individuals and their unique needs. It uses schedules to sequence events and to give structure and routine to daily tasks and events, and incorporates meaningful visual supports to promote independence in educational, leisure, and self-care activities.</p> <p><a href="https://autism.org.uk/A-guide-for-all-audiences">A guide for all audiences (autism.org.uk)</a></p>	1, 4
<p>Creation of TLR 3 Position – Communication Lead (fixed-term, 2 years) to support further development of whole school Total Communication Approach</p> <p>CPD relating to AAC and Total Communication delivered by SaLT</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p><a href="https://ican.org.uk/What-works-database">What works database (ican.org.uk)</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	4
Annual Subscription to Picture News	<p>Picture News will support the development of literacy and thinking skills addressing current affairs and topic of special interest. The resources provide opportunities for young people to develop respect for other's beliefs, feelings and faiths. The resources will also support the develop of communication skills through class-based discussion and challenge.</p>	1,4



	<a href="https://www.picture-news.co.uk/">https://www.picture-news.co.uk/</a>	
Focussed CPD via MSLD Training Day	<p>The EEF identifies that supporting high quality teaching and support is pivotal in improving outcomes and narrowing the disadvantage gap. CPD via the MSLD Training day ensures that staff effectively build knowledge, skills and supports to embed best practice which takes into consideration the context of the school and the complex individual needs of the young people at Mill Green School.</p> <ul style="list-style-type: none"> <li>- Understanding and Supporting Meltdowns and closedowns in Children and Young People who have Autism (x5)</li> <li>- Is it Sensory or is it Behaviour? (x3)</li> <li>- Supporting pupils with Pathological Demand Avoidance (x4)</li> <li>- Foetal Alcohol Spectrum Disorders (x3)</li> <li>- Numicon: Teaching and Learning Mathematics for Pupils who have SEN (x2)</li> <li>- Understanding and Managing Sexual Behaviours for Children with SEND in Educational Settings (x3)</li> <li>- How to understand over and under stimulation for pupils</li> <li>- Interactive Storytelling Approaches for Poetry and Literature [COMPLEX] (x4)</li> <li>- Loving to Learn: How Neurobiology Informs Us (x1)</li> <li>- Music for PMLD Learners (x1)</li> </ul>	1,2,4,5,6,7

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

Budgeted cost: £24,366.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of mentoring and school-led tutoring for pupils whose education and emotional health has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs (including educational, social, emotional, mental health and / or therapeutic interventions) and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	1, 6

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Lego therapy sessions implemented to improve social, communication and language skills, cognitive skills, fine motor skills, and their emotional and behavioural responses.	Dr. Dan LeGoff in 2004 completed the first research into the effectiveness of Lego therapy and since then it has been further validated by speech and language therapists, psychologists and educational staff in delivering improvements in play, social skills, communication and language. The highly structured sessions offer familiarity, predictability through motivating and engaging tasks and games which meets the needs of SEND learners particularly those with ASC.  <a href="http://www.legotherapy.com/links/">http://www.legotherapy.com/links/</a>	4
Guitar tutor to offer lessons to small groups to give pupils additional access to music and the opportunity to learn a new skill.	All creative subjects are a driver for whole school improvement, developing students' confidence, ability and creativity. According to research conducted by the EEF teaching and learning toolkit it is acknowledged that arts participation approaches have a positive impact on other areas in the curriculum. Self-expression through arts forms also benefit attitudes to learning and increased wellbeing  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=arts">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=arts</a>	1, 6
Training pupils to use public transport.  This includes additional CPD and release time for HLTA to plan and facilitate.	Independent Travel Training is likely to enhance pupils' social and employment opportunities:  <a href="#">Department for Education (publishing.service.gov.uk)</a>	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLR: Lead for SEND and therapies to develop and embed therapeutic approaches across the whole school working together with pupils, staff, families and a range of other external agencies and professionals to offer updates, advice and support.	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p><a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3, 7
CPD Opportunity to be trained as Thrive Practitioner (1 x Childhood and 1 x Adolescent)	<p><a href="https://www.thriveapproach.com/courses/practitioners">https://www.thriveapproach.com/courses/practitioners</a></p> <p>Thrive Practitioner status will support the school to improve young people's wellbeing across the setting, ensuring healthy development and an increased ability to learn.</p> <p>The use of Thrive as a dynamic, developments and trauma-sensitive approach to meeting the emotional and social needs of young people has been proven to improve attendance, behaviour and learning outcomes.</p> <p><a href="https://www.thriveapproach.com/impact-and-research/impact-of-thrive">https://www.thriveapproach.com/impact-and-research/impact-of-thrive</a></p>	2, 7
<p>Enhancing the sensory regulation equipment available for pupils with enhanced sensory needs, including autism.</p> <p>Staff access to CPD relating to sensory regulation.</p> <p>Collaboration with OT and implementation of individualised sensory diets.</p>	<p>Child Mind Institute acknowledges the effect sensory processing difficulties can have upon education. Many of our pupils struggle to handle all of the information from their senses and as a result they are unable to focus and participate in their learning. Sensory processing affects all pupils in different ways but through the regular implementation of OT directed sensory diets pupils are able to engage and are ready to learn. The long term goal is that pupils will independently maintain an appropriate level of alertness in order to respond appropriately across environments to the sensory stimuli present.</p> <p><a href="https://childmind.org/topics/sensory-processing-issues/">https://childmind.org/topics/sensory-processing-issues/</a></p>	3

Access to the appropriate resources and spaces to successfully implement the diet to improve pupil performance and life quality.		
Four in house staff members trained as TeamTeach instructors who deliver a full programme of training and refresher training for all staff members.	Team Teach is an accredited training provider that transforms relationships, equipping everyone to manage challenging behaviour and conflicts safely and respectfully. By having trained staff behaviours can be identified and re-directed much earlier to ensure they have the least impact on pupil learning and engagement. Behaviour management plans used ensure an individualised and consistent approach is used. Where appropriate staff will teach strategies so that pupils can self-regulate and apply taught approaches independently leading to greater life chance and success.  <a href="https://www.teamteach.co.uk/">https://www.teamteach.co.uk/</a>	2
A range of enrichment activities for students to engage with weekly including DoFE	Every year the DoFE inspires hundreds of thousands of young people, from all walks of life, to explore who they are, grow in confidence and develop the skills they need to successfully navigate life.  <a href="https://www.dofe.org/impact-of-the-dofe">https://www.dofe.org/impact-of-the-dofe</a>	1, 6
Art Therapy CPD	Art therapy can support people to address and understand difficult thoughts and feelings. It is a therapeutic outlet through which to process emotions and experiences.  <a href="https://www.sabp.nhs.uk/our-services/mental-health/arts-therapy">https://www.sabp.nhs.uk/our-services/mental-health/arts-therapy</a>	3, 4
AAC Equipment	AAC supports young people with communication difficulties to effectively participate in classroom activities, the wider school community and in their homes and local communities. AAC has been found to facilitate the development of verbal communication as well as providing alternative ways of communication for learners who's verbal communication may never develop.  <a href="https://www.autism.org.au/wp-content/uploads/2016/09/Fact-Sheet-Supporting-AAC-in-the-Classroom.pdf">https://www.autism.org.au/wp-content/uploads/2016/09/Fact-Sheet-Supporting-AAC-in-the-Classroom.pdf</a>	4

Activall Installation	<p>On behaviour interventions, EEF states that impacts are largest for targeted interventions matched to specific students with particular needs.</p> <p>EEF state that sports and physical activity is likely to have wider health and social benefits and a connection with academic learning will make a greater difference.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Case studies provided by ActivAll (mainstream and specialist schools) identify that the use of ActivAlls as sensory / regulation support equipment have positive effects on behaviour, enabling young people who require movement / sensory / regulation breaks to refocus and/or emotionally regulate before re-engaging in learning.</p> <p><a href="https://www.activall.co.uk/sen-education/">https://www.activall.co.uk/sen-education/</a></p>	1,2,4,6
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Total budgeted cost: £84,030.69

## 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 2022 to 2023 academic year.

Internal assessments during the 2023-2024 academic year indicated that there was no significant difference between learners who received pupil premium when compared to whole school progress.

Based on this, we are confident that the strategies implemented and the use of pupil premium funding has a positive impact on disadvantaged learners within our cohort.

Intended outcome	Impact
<p>Pupils access individualised curriculum based on their needs.</p> <p>All pupils making at least good progress and improved attainment, relative to their starting points as identified through baseline assessments.</p>	<p>Young people access whole school and individualised curriculums, based on their needs, including at times of change. This has allowed young people to increase and sustain engagement.</p> <p>Pupils who require individualised curriculums based on physical need access appropriate programmes such as MOVE and Rebound.</p> <p>Internal assessments show that young people make good progress with a high proportion of young people exceeding their targets,</p>
<p>Trained Team Teach tutors within school available to train all staff and offer support, advice and guidance.</p> <p>Staff members trained in Positive Behaviour Support (PBS) which will support the existing Team Teach in school.</p> <p>Behaviour Support Team to work with all classes to offer advice, guidance and support including drafting and reviewing PBS plans.</p> <p>PBS plans in place and consistently practiced to reduce serious incidents and restrictive physical interventions (RPI) and increase pupil engagement and attainment.</p>	<p>Young people supported to regulate their behaviours and emotions using a range of strategies.</p> <p>PBS plans put in place for identified young people to reduce serious incidents and increase engagement and independence. This resulted in students learning new skills to replace inappropriate and undesirable behaviours.</p> <p>Young people with more challenge behaviours have shown an increased ability to identify and use self-help strategies to regulate their emotions.</p>

Pupils regulating and managing own behaviour using taught strategies as independently as possible.	
<p>Implementation of sensory diets for identified learners based on their individual assessments and need.</p> <p>Appropriate resources identified, purchased and utilised to support and extend pupils' engagement in learning.</p> <p>Pupils being encouraged to apply taught regulation strategies with increasing independence.</p>	<p>Young people were able to access a range of sensory integration activities throughout the day with varying levels of support as appropriate to support their ability to co and/or self regulate their physical and emotional needs.</p>
<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>Improved communication for all identified pupils allowing them to effectively communicate with a range of people in a range of contexts.</p> <p>Student making progress with their communication skills in line with their ability and stage of development.</p> <p>Training relating to Augmentative and Alternative Communication (AAC) and Total Communication to be delivered to whole school by Speech and Language Therapist (SaLT)</p>	<p>CORE Words planned and ready to be rolled out during the Spring Term – Sign and Symbol across school and home environments.</p> <p>Identified young people continued to make good progress with their communication skills, based on their starting points and individual needs.</p> <p>An increased number of young people showed progression in their ability apply learned strategies and skills to communicate for a range of purposes with different people and in varied contexts, both in and out of the school environment (varying according to the individual student).</p>
<p>Pupils feel better prepared for work and / or Further Education (FE) opportunities through mentoring, work experience and opportunity.</p> <p>Trained member of staff responsible for mapping and coordinating the development of careers throughout the school curriculum.</p> <p>Access to career advice so pupils feel equipped and confident as they prepare for adulthood and understand the choices and options available to them.</p> <p>Increased opportunities for all pupils to engage with a range of enrichment, vocational and careers activities.</p>	<p>All students had access to a rich curriculum exploring skills for work and life. Careers education has been reviewed and embedded across the curriculum for all students.</p> <p>Identified students accessed work experience placements.</p> <p>Young people were effectively supported to explore and understand the choices and options available.</p>

<p>Identified pupils accessing additional and bespoke support in school on a regular basis, e.g. bespoke timetables, mental health welfare support.</p> <p>Parents and pupils supported by school staff including the pastoral team, with signposting to and collaboration with external agencies.</p>	<p>Identified young people accessed a range of internal and external support, including our pastoral support assistant for targeted support.</p> <p>Higher levels of support and bespoke timetables were put in place to ensure that identified young people (disadvantaged) were able to</p> <p>This had a positive impact on the ability of young people to manage their relationships more appropriately.</p>
<p>Pupils have greater confidence and independence to engage more with the wider community and to safely and appropriately manage relationships.</p>	<p>Young people accessed the wider community on a regular basis which enabled them to transfer skills learned in the school environment into practice. This has included Year 14 Generalised Functional Skills support, accessing the community to embed functional skills on a twice weekly basis.</p> <p>This also had positive impact on our young people's exposure to cultural capital, particularly within our local and regional areas. Exposure to cultural capital has been shown to have a significant impact on young people's long-term outcomes both educationally and socially.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
TeamTeach	TeamTeach <a href="https://www.teamteach.com/">https://www.teamteach.com/</a>
The MOVE Programme	MOVE Europe ( <a href="https://moveeurope.org.uk/">https://moveeurope.org.uk/</a> )
Rebound Therapy	Rebound Therapy ( <a href="https://www.reboundtherapy.org/">https://www.reboundtherapy.org/</a> )
EQUALS	EQUALS ( <a href="https://equals.co.uk/curriculum">https://equals.co.uk/curriculum</a> )
The Duke of Edinburgh Award Scheme	The Duke of Edinburgh Award Scheme ( <a href="https://www.dofe.org/">https://www.dofe.org/</a> )



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by a range of additional activities that we are not funding using pupil premium or recovery premium. That includes:

Working in partnership with a diverse range of local colleges to support transition for pupils by planning opportunities for them to familiarise themselves with the college environments and gain some experience of college life and study expectations. We provide opportunities throughout Year 14 for pupils to visit a range of settings and to explore and understand their options for life after Mill green.

Embedding work-based learning that enables pupils to have first-hand experiences of work, in a range of contexts as appropriate for individuals

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice. We have put a strong focus on supporting teachers to develop their professional practice and access training and CPD, allowing them to develop expertise and share this with other staff.