



## The Grove School Pupil Premium Strategy – Three Year Plan 2021-2024

### What is Pupil Premium?

The pupil premium grant is additional funding given to schools to help them meet challenges, including those arising from deprivation. School leaders decide how to use the pupil premium to improve disadvantaged pupils' attainment. There is no expectation that schools spend the grant only on eligible pupils, or on a per eligible pupil basis.

### What is Recovery Premium?

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. The recovery premium provides additional funding for schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils. School allocations are calculated on a per pupil basis with Special schools receiving £290 for each place for the 2021 to 2022 academic year. The Grove allocation is £31,320.00

### Pupil Premium at The Grove School

| Detail   | Date                   | Detail  | Amount            |
|--|------------------------|---|-------------------|
| Number of Pupils on Roll                       | <b>110</b>             | Pupil Premium funding allocation last year (2020-21)          | <b>£47,700.00</b> |
| Percentage of Pupils entitled to Pupil premium | <b>51.3%</b>           | Pupil Premium funding allocation this academic year (2021-22) | <b>£57,052.00</b> |
| Academic Years covered in the strategy plan    | <b>2021-2024</b>       | Recovery Premium funding allocation this academic year        | <b>£31,320.00</b> |
| Date of Strategy                               | <b>October 2021</b>    | Pupil premium funding carried forward from previous year      | <b>£0.00</b>      |
| Date for Review                                | <b>October 2024</b>    | Total budget for this academic year                           | <b>£88,372.00</b> |
| Headteacher                                    | <b>Lucia Santi</b>     |   |                   |
| Pupil Premium Lead                             | <b>Dan Wood</b>        |   |                   |
| Governor for Pupils premium                    | <b>Margaret Sumner</b> |   |                   |

## **Statement of Intent**

We aim to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is not always the primary challenge faced by our pupils and we aim to use the pupil premium to address the wider challenges faced by our pupils as a result of their SEND diagnosis and the barriers this presents to them and their families. We aim to use the recovery premium to support our pupils' emotional development, the complex nature of our pupils' and the effect of the pandemic has seen a sharp rise in complex behaviours and new behaviours developing and we want to address these with targeted support in readiness for learning.

At The Grove School we have an on-going commitment to ensure all learners are progressing and that we are challenging the targets set. The learning at The Grove is personalised around the individual needs of the learner. We are working towards narrowing the gap in the following areas;

- Personal Development and Behaviour
- Social Interaction
- Communication Skills
- Cognition and Learning (attendance)

At the heart of our approach is quality teaching and our strategy is also aimed at all pupils who will benefit from this. Our data has suggested that our disadvantaged pupils perform as well as, and in some cases, better than our non-disadvantaged pupils. Our strategy aims to ensure there is little difference in progress because of disadvantages and that all pupils have the opportunity to make the best progress they can.

Our strategy highlights some of the wider educational and emotional recovery that our pupils require, particularly as a result of the pandemic and the focus is to narrow the gaps and address the challenges that the past few years have presented. Our strategy is driven by the strengths and needs of each pupil and may change over time.

## **How do we use data to inform us with our decision making?**

- Progress and outcomes data
- EHCP outcomes
- Key Performance Indicators
- Attendance data
- Behaviour data
- Safeguarding referrals and data
- Family support data

## **Intended long term outcomes from use of the pupil premium and recovery premium**

- Continue to provide a structure and effective Family Support service driven by the Pastoral team
- Improve pedagogy and understanding of first class autism practice through SCERTS training for all staff
- Further develop pedagogy and quality teaching through the Walkthru approach to professional development
- To support language development, communication and literacy to enable pupils to access the taught curriculum
- Support the emotional and social resilience and development of pupils to support readiness for learning, particularly following the effects of the pandemic.

## **SCERTS training**

The SCERTS Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and young people with a diagnosis of autism. SCERTS focuses on building competence in Social Communication, Emotional Regulation and Transactional Support. It is a child-centered approach based on sound neurological and child development research and theory and it is structured to recognise where the child is currently functioning, where they most need support and how the people around them and environment can best meet these needs. Our approach at The Grove consists of using the framework to set targets and support our curriculum. We have three members of staff who have attended the training by Emily Rubin (co-author of the SCERTS framework). Their role is to act as mentors to all of the Grove staff to support them in the implementation of the framework. This SCERTS training for all staff ensures that everyone is familiar with and using the approach school wide in order to support our disadvantaged students in receipt of pupil premium make good progress.

## **WalkThru**

WalkThrus is a selection of evidence-informed teaching strategies and a framework for teacher development at every level to support pedagogy. WalkThrus has codified and standardised how we can understand, talk about and develop aspects of pedagogy. At the heart of WalkThrus is a selection of evidence-informed teaching strategies curated in six series.

## **Family Support / Pastoral team**

Partnership working is the essence of what we promote at The Grove School. We aim to ensure that families and students feel informed about what is happening at school and beyond, so they are able to make informed decisions. We feel it is as important to support our parents and families as it is to support and nurture our pupils. The employment of a family support officer is vital to this belief. Family support is able to put families in contact with relevant specialists and specific services as required and co-ordinates and liaises with staff teams where appropriate. Home visits are offered to the families that require targeted interventions and guidance on specific subjects including eating, sleep and behaviour.

Attendance is a topic closely linked to family support as families sometimes require support in managing regular attendance for a variety of reasons, including persistent absence due to medical appointments and long-term illness. Attendance and reasons for absence are closely monitored in order to offer targeted support for absence **below 90%** for individuals, this includes support with routines, scheduling appointments and support managing transport services to ensure attendance to school.

### Monitoring Progress

- Throughout the term pupil's attainment is monitored and tracked by class teachers and overseen by the Deputy Head of School as part of Teaching and Learning monitoring.
- The Pastoral Lead tracks behaviour and social skills through Sleuth and Alex Kelly.
- Attendance is tracked via the School Management Information System
- Progress data is tracked through:
  - Earwig: tracking learning
  - Engagement profiles are completed for students to track their engagement in individual lessons for Secondary East.
  - Termly assessment data
  - Annual reviews
  - SCERTS assessment Profiles
  - Life Skills progression maps

### Challenges

- A significant number of students have SEN and are from disadvantaged backgrounds, which affects their capacity for academic progress. Research and data indicates less than 7% of autistic SEND adults are in the workforce, so outcomes are low.
- Our pupils have been disproportionately affected by the COVID pandemic which has impacted on their progress.
- Our disadvantaged pupils often have complex home lives which impacts their engagement with school
- A high proportion of our disadvantaged pupils have associated mental health difficulties as reflected in national research and data
- Many of our disadvantaged pupils present with behaviours that can challenge, this inhibit their engagement with learning and schooling
- Children in need, looked-after children and previously looked-after children are more likely to have SEN and are also more likely to experience the challenge of social, emotional and mental health issues than their peers. Children in need may be living in challenging circumstances and have been identified as being at higher risk. The impact of these circumstances can be wide ranging but present with significant barriers to progress and development.
- Risk factors are cumulative. For example, children exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems are much more likely to experience difficulty regulating their emotions. Longitudinal analysis of data for 16,000 children suggested that boys with five or more risk factors were almost eleven times more likely to develop conduct disorder under the age of ten than boys with no risk

factors. Girls of a similar age with five or more risk factors were nineteen times more likely to develop the disorder than those with no risk factors. (State of the nation 2020: children and young people's wellbeing, Research report October 2020 Department for Education)

- As a result of pupil led questionnaires, discussions and observations we identify that for our cohort of disadvantaged pupils
  - have fewer opportunities to develop cultural capital outside of school
  - have fewer opportunities to engage and develop their social communication and interaction skills outside of school
  - require additional support and services to make progress in their social, emotional development and independence
  - have fewer opportunities to experience enrichment activities that support their academic and physical progress
  - required additional support over the course of the pandemic and have had longer term impact on their recovery

### **Pupil Premium Strategic Plan 2021-2024**

#### **Key School Priorities driving the School Improvement Plan**

1) Pupils' PERSONAL DEVELOPMENT is promoted to the highest standard so they are well prepared for their adult lives

2) BEHAVIOUR & ATTITUDES is promoted through an outstanding provision for wellbeing; there is a positive school environment where every member of the community is valued.

3) QUALITY OF EDUCATION provides for outstanding learning & educational experiences for pupils and staff across the school that takes account of new ideas and practice.

**Outcome:** We want to provide all our disadvantaged and pupil premium students with the same opportunities to access enrichment and build cultural capital in order for them to access learning and build schemas by providing a range of experiences to draw on. We want our students to be able to generalise skills through a range of opportunities and experiences beyond their main curriculum culminating in better progress and outcomes.

**Budget Allocation: £10,000**

#### **Evidence to support the approaches**

There is intrinsic value in teaching pupils creative and performance skills outside of their formal curriculum and ensuring disadvantaged pupils access a rich and stimulating enrichment offer.

Participation in enrichment sessions may be delivered through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. Enrichment sessions can also take place both before, during and after school.

There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>

**Member of staff responsible:** Daniel McKay Wood / Nadine Huseyin

**Linked to school priority 1:** Pupils' PERSONAL DEVELOPMENT is promoted to the highest standard so they are well prepared for their adult lives

| Objectives  | Actions to be taken   | By whom           | By when  | Success criteria   | How the impact of the expenditure will be measured                                       |
|---|---|-------------------|--|--|--|
| Improve attendance of pupil premium and disadvantaged pupils at enrichment activities, widening their access to broad experiences and developing their cultural capital | <p>Enrichment program is broad and varied across all departments and the intent is shared with staff.</p> <p>The enrichment program is finalised, shared with HODS and staffing lists finalised</p> | Daniel McKay Wood | <p>July 2022</p> <p>Reviewed annually (22/23/24)</p> | <p>100% of PP pupils access at least 1 enrichment weekly</p> <p>Pupils are actively engaged and participating in enrichment sessions</p> <p>Enrichment program is in place across all departments<br/>Adequate staffing in place based running enrichment activities</p> | <p>Engagement Statistics</p> <p>Personal progress development in End of Year reports</p> |
| To accurately track enrichment activities   | Enrichment tracker generated for whole school and after school enrichment activities and interventions  | Daniel McKay Wood | <p>July 2022</p> <p>Reviewed annually (22/23/24)</p> | <p>Students are successfully tracked, attendance figures generated and reviewed.<br/>PP students are targeted for enrichment sessions</p>  | <p>Engagement Statistics</p> <p>Personal progress development in End of Year reports</p> |

**Outcome:** We want all of our students regardless of any disadvantage, to have the opportunity, without barriers, to attend school regularly. We know that better attendance fosters better outcomes and progress.

**Budget Allocation: £18,372**

**Evidence to support the approaches**

Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to engage with all parents to avoid widening attainment gaps, especially those who are pupil premium and whose attendance is dropping. Providing practical strategies with tips, support, and resources to assist learning and strategies to support attendance.

Evidence suggests that disadvantaged pupils make less academic progress due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>

**Member of staff responsible:** Nadine Huseyin

**Linked to school priority 2:** BEHAVIOUR & ATTITUDES is promoted through an outstanding provision for wellbeing; there is a positive school environment where every member of the community is valued.

| Objectives   | Actions to be taken  | By whom        | By when                                      | Success criteria   | How the impact of the expenditure will be measured                        |
|--|--|----------------|--|--|---|
| To ensure sustained effective working with families has positive improvements on attendance supporting those | Pastoral Support is offered to families whose attendance drops below 90% | Nadine Huseyin | July 2023<br>Attendance reviews half termly. | Family support is offered<br>* Action plans are in place to address attendance - with SMART goals<br>* Referrals are in place, regarding work with the EWO when concerns are not | Improved attendance of targeted students demonstrated in attendance data. |

|  |   |                |  |  |   |
|--|---|----------------|--|--|---|
| pupils' and their families where attendance is a cause for concern |   |                |  | addressed or improvement is not seen<br>* Early Help Referrals are considered for families who do not address concerns or work with the Pastoral Team to improve attendance  |   |
|  | Attendance that drops below 90% is tracked and monitored as a cause of concern                                  | Nadine Huseyin | July 2023<br>Attendance reviews half termly. | Spreadsheet tracks attendance for all pupils. Any pupils that fall below 95% receive a letter explaining they are near cause for concern.<br><br>All pupils dropping below 92% meet with the Attendance team and are offered family support. | Improved attendance of targeted students demonstrated in attendance data                                  |
|  | Attendance summaries are provided at all annual reviews   | Nadine Huseyin | At Annual Reviews                            | Annual review paperwork, which is submitted to all local authorities, includes an attendance summary for each pupil.   | Annual Review documents submitted support Improved attendance of targeted students<br><br>Attendance data |
|  | To send attendance reports to families at the beginning of each term, regarding the previous term's attendance. | Nadine Huseyin | Termly with a full review in July 2022       | All families receive attendance reports. Families are fully up to date on their child's attendance   | Improved attendance of targeted students demonstrated in attendance data                                  |



**Outcome:** Our staff have the expertise and the pedagogical knowledge in order to teach our students to the highest standards possible, regardless of any disadvantage or barrier.

**Budget Allocation: £20,000**

### **Evidence to support the approaches**

#### **SCERTS**

The SCERTS Model is a comprehensive, multidisciplinary, educational approach for individuals with ASD and related disabilities. SCERTS provides a scope and sequence of developmentally grounded goals and objectives, as well as a framework and specific guidance for selecting evidence-based strategies or elements of practice to meet these goals and objectives. The result is a comprehensive program for supporting children and their families that focuses on meaningful, authentic progress within everyday routines at school, home, and in the community.

[https://scerts.com/wp-content/uploads/SCERTS\\_EBP-090810-v1.pdf](https://scerts.com/wp-content/uploads/SCERTS_EBP-090810-v1.pdf)

#### **WalkThru**

WalkThrus is a selection of evidence-informed teaching strategies and a framework for teacher development at every level to support pedagogy. WalkThrus has codified and standardised how we can understand, talk about and develop aspects of pedagogy. At the heart of WalkThrus is a selection of evidence-informed teaching strategies curated in six series.

- Behaviour and Relationships
- Curriculum Planning
- Explaining and Modelling
- Questioning and Feedback
- Practice and Retrieval: Building secure long-term memory and fluency
- Mode B Teaching: Delivering a range of learning experiences to deepen and extend learning.

<https://www.walkthrus.co.uk/>

Becker, E. S., Waldis, M. & Staub, F. C. (2019), Advancing Student Teachers' Learning In The Teaching Practicum Through Content-Focused Coaching: A Field Experiment, <https://doi.org/10.1016/j.tate.2019.03.007>

Kennedy, M., K. (2008) Teachers' Thinking About Their Practice, in Good, T. (ed). 21st Century Education: A Reference Handbook (pp 21031), Sage

**Member of staff responsible:** Helen Georgiades

**Linked to school priority 3: QUALITY OF EDUCATION** provides for outstanding learning & educational experiences for pupils and staff across the school that takes account of new ideas and practice

| <b>Objectives</b>  | <b>Actions to be taken</b>  | <b>By whom</b>   | <b>By when</b> | <b>Success criteria</b>   | <b>How the impact of the expenditure will be measured</b>   |
|--|---|------------------|----------------|---|---|
| To ensure there is consistent understanding and approach to the SCERTS framework                           | Provide ongoing SCERTS training for all staff   | Helen Georgiades | July 2024      | Pupils eligible for the Pupil Premium Grant make good or better progress across the curriculum.   | Academic pupil progress data<br><br>Learning walks and classroom monitoring   |
|  | Build a ongoing comprehensive package and resources to support the induction of new staff with SCERTS | Helen Georgiades | July 2024      | Staff have up to date and consistently strong pedagogical knowledge<br><br>Strong pedagogical knowledge demonstrated through the implementation of the curriculum     |   |
| To ensure teaching staff understand, talk about and develop aspects of pedagogy in their teaching practice | To launch WalkThrus as a platform to develop staff pedagogy   | Helen Georgiades | July 2022      | Pupils eligible for the Pupil Premium Grant make good or better progress across the curriculum.<br><br>Good practice linked to Walkthrus is evident in learning walks | Analysis of academic pupil progress data<br><br>Learning walks and classroom monitoring<br><br>Teacher consultation case studies<br><br>Analysis of pupil progress data made by targeted groups |
|  | Embed WalkThrus approach to pedagogy into the whole school CPD programme.                             |                  | July 2023      | High quality professional learning is delivered.  |   |

**Outcome:** Our pupils have access to the resources and strategies they require to access high quality and consistent opportunities for communication and language development.

**Budget Allocation: £15,000**

### **Evidence to support the approaches**

#### **Communication and Literacy**

The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

#### **Little Wandle (previously Letters and Sounds)**

<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes>

#### **Penpals**

'Where schools equip themselves with a scheme such as Penpals for Handwriting, which supports statutory curriculum requirements, they can promote excellence in handwriting and benefit from its application across the curriculum'

Dr Angela Webb, Chair of the National Handwriting Association.

#### **PECS training**

The PECS intervention requires training for both the communicator (e.g., child with ASD) and the communication partner ([Light & McNaughton, 2015](#)). As [Bondy and Frost \(2001\)](#) stated, "the continued success of PECS also will depend on the quality of training provided by those implementing the system". It also is important to address the research-to-practice gap ([Scheeler, Bruno, Grubb, & Seavey, 2009](#)) and to identify strategies to prepare typical communication partners (including teachers and parents) to support the PECS intervention

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6743531/>

**Member of staff responsible:** Molly Stopps/ Speech and Language Team

**Linked to school priority 3:** QUALITY OF EDUCATION provides for outstanding learning & educational experiences for pupils and staff across the school that takes account of new ideas and practice

| Objectives   | Actions to be taken   | By whom                              | By when   | Success criteria  | How the impact of the expenditure will be measured   |
|--|---|--------------------------------------|-----------|---|--|
| To ensure high quality and bespoke interventions for communication literacy. | Create a non class based specialist literacy lead post and evaluate its success   | Helen Georgiades                     | July 2022 | Positive progress and impact on pupil progress using literacy data  | Analysis of academic pupil progress data<br>Learning walks and classroom monitoring<br>Teacher consultation case studies |
|  | Provide bespoke weekly intervention groups based on progress data<br><br>Introduce Little Wandle and Penpals - handwriting scheme | Molly Stopps<br><br>Helen Georgiades |           | Data is being used effectively to track progress and identify key individuals<br><br>Pupils eligible for the Pupil Premium Grant make good or better progress across the curriculum and the gap is narrowed<br><br>Target setting and teaching is data led Teaching is challenging and pupils are making progress | Subject lead feedback to SLT<br><br>Analysis of pupil progress data made by targeted groups                              |
|  | Support teachers to collect, analyse and use quality data to plan and implement inclusive programmes that meet                    | Molly Stopps                         | July 2023 | Feedback on progress data to Heads of Department termly<br><br>Half termly learning walks   |  |

|   |  |                            |           |  |   |
|---|--|----------------------------|-----------|--|---|
|   | the specific needs of learners.  |                            |           | Reviewing collaborative intervention programmes and progress data with teachers half termly                                |   |
| To ensure pupils have access to consistent resources that match their needs and language & communication levels | Provide families with resources and tools required for pupils to consistently use communication strategies outside of school | SALT team                  | July 2023 | Audit of resources for families<br><br>Pupils that need communication resources have one set at school and one set at home | Feedback from parents<br><br>Review of resource audit<br><br>Improved access and communication of pupils through SALT assessments |
|   | Provide training for families in the use of communication systems  | PECS provider<br>SALT Team | July 2024 | Audit of training for families<br><br>Delivery of PECS and symbols sessions for parents/carers                             | PECS level recordings<br><br>Outcomes and progress data   |

**Outcome:** Our pupils have access to appropriate resources and interventions within the curriculum to support their emotional and social development, particularly as they learn to re-build their resilience following the pandemic. We want our pupils to be able to re-engage with the curriculum and with each other in positive and constructive ways so they become more confident and better able to connect with learning and with each other.

**Budget Allocation: £25,000**

**Evidence to support the approaches:**

**‘Thrive’**

EEF evidence: Social and emotional learning + 4 months. Body of research from THRIVE based on relational approach to relationships with children. “Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.” Education Endowment Foundation.

<https://portal.thriveapproach.com/approach/info/how-it-helps/>  
<https://portal.thriveapproach.com/approach/info/credentials/>

### Forest School

There is currently much research on the impact of outdoor learning upon academic attainment and wellbeing (Rickinson, Hunt, Rogers, & Dillon, 2012; Department for Education and Skills (DFeS, 2006). Studies demonstrate that, for disadvantaged young children, supporting wellbeing through outdoor learning can facilitate improvement in school-readiness and achievement (Dillon & Dickie, 2012)

<https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430#>  
<https://www.gov.uk/government/news/englands-largest-outdoor-learning-project-reveals-children-more-motivated-to-learn-when-outside>

Member of staff responsible: Nadine Huseyin

Linked to school priority 1: Pupils' PERSONAL DEVELOPMENT is promoted to the highest standard so they are well prepared for their adult lives

| Objectives   | Actions to be taken   | By whom                 | By when   | Success criteria   | How the impact of the expenditure will be measured     |
|--|---|-------------------------|-----------|--|--|
| To introduce the THRIVE model across the school to support the emotional wellbeing of pupils | Identify key THRIVE and train staff   | Lucia Santi             | July 2022 | Key staff identified and training completed                                      | SLEUTH data and tracking of pupils' emotional progress |
|  | Roll out programme with identified pupils   | Nadine Huseyin          | July 2023 | Monitoring of success with key pupils  | Engagement data tracker                                |
|  | Deliver training to staff across the school   | Nadine Huseyin          | July 2023 | Completion of training - rolled out during INSET plan                            | Feedback And questionnaires from staff and families    |
|  | Provide access to all pupils who need the THRIVE approach in supporting their emotional development | Pastoral Team led by NH | July 2024 | Sleuth data will show drop in incidents<br>Wellbeing data will identify progress | Progress and Outcomes data                             |

|   |  |             |                       |   |  |
|---|--|-------------|-----------------------|---|--|
|   |  |             |                       | THRIVE data will identify progress  |  |
| Increase the FOREST SCHOOL delivery to enable every class to access | Liaise with Forest School Provider to secure timetables for delivery | Lucia Santi | Jan 2022              | High engagement and progress with the curriculum<br><br>Pupils make progress in their life skills social skills targets   | Evidence profiles demonstrate the pupil's progress<br><br>Feedback from pupils and staff<br>Progress at Annual reviews and life skills progression maps show progress and impact |
|   | Monitor the effectiveness of the Forest School Curriculum annually   | Lucia Santi | July 2023 & July 2024 | Annual appraisal and feedback with Forest School Provider shows pupils are engaged and making good progress with their social skills and emotional development. |  |

## Evaluation

Progress and monitoring of the Pupil Premium Strategy will be provided to the Local Governing Body (LGB) across the academic school year as follows;

Pupil Premium Link Governor Visit and Feedback to the LGB Autumn 1 and Spring 1

Pupil Premium Report and Strategy presented by Pupil Premium Lead Autumn 2

Pupil Premium Update presented by Pupil Premium Lead Spring 1

Pupil Premium Update presented by Pupil Premium Lead Summer 1

A rolling update for the LGB will be included in the headteacher's reports to LGB 3 times per year