

Foreland Fields School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Foreland Fields School
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Adrian Mount Headteacher
Pupil premium lead	Adrian Mount
Governor / Trustee lead	Steve Pamphilon

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,250
Recovery premium funding allocation this academic year	£87,118
Pupil premium funding carried forward from previous years	£84,534
Total budget for this academic year 2023-24	£292,902
Expenditure September 2023 – 31 st August 2024	£229,413
Academic Year 2023-24 Rollover	£63,489

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for disadvantaged pupils.

There are currently 273 pupils on roll from Year R to 14 (October 2024). 61% of pupils on roll have ASD (Autism Spectrum Disorder) as their primary need, 2% Moderate Learning Difficulties (MLD), 1% Physical Difficulty (PD), 14% Profound and Multiple Learning Difficulties (PMLD), 10.% Speech Learning and Communication Needs (SLCN), 12% Severe Learning Difficulties (SLD), 0.1% Sensory and Physical / Hearing Impairment (S&P/HI).

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, communication and interaction, physical development and social and emotional development and helping pupils to access an appropriate needs-led curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils and students in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, notably:

- To focus on reading, writing and spoken language development for students on our more formal curriculum pathways. Some of these pupils/students have not made expected progress or, in some cases, have regressed due to the lockdown and continual education disruption.
- To support pupils with the most profound physical impairments to regain physical skills that may have regressed.
- To support pupils with their mental health that has been impacted by the pandemic.
- To fund additional Teaching Assistant hours to ensure a high ratio of staff to pupils.
- To support pupils with communication recovery.
- To ensure that no child is disadvantaged.

Our strategy will be driven by the needs and strengths of each young person, based on ongoing formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	<p>Many of our pupils/students, particularly those identified as disadvantaged, have difficulties associated with communication/interaction. This can result in issues expressing their needs/wants and can impact on a child's behaviour.</p>
2	<p>Deprivation, crime and unemployment in Thanet are all statistically higher than the England average, with higher proportions of vulnerable populations (source KCC, 2016).</p> <p>The country-wide cost of living crisis is impacting greatly on a number of our families. In addition, the housing crisis has led to some families living in unsuitable and poorly maintained premises and others being made homeless.</p> <p>The relationship between deprivation, disability and disadvantage and lower educational attainment impacts on outcomes in adulthood.</p>
3	<p>In many areas, the education, wellbeing and wider development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils.</p> <p>This includes our younger pupils who may not have benefitted from early years nursery experiences.</p> <p>For some, the past couple of years has resulted in them suffering a 'trauma' for which specialist/therapeutic support is required.</p>
4	<p>Re-engagement in learning is a priority for many of our pupils/students, particularly those who did not attend school during the lockdown period and our pupils/students who continue to be affected by disruption to their education.</p>
5	<p>To support pupils with the most profound physical impairments to regain physical skills that may have regressed during the pandemic. There is an increase in the medical complexities of pupils attending the school.</p>
6	<p>Targeted support for pupils suffering mental health problems, dealing with difficult life events and, in many cases, behavioural problems. Having to step-in and provide/source support when NHS services are so stretched and cannot meet demand.</p>
7	<p>Parental engagement in the school has obviously been impacted by the pandemic plus restrictions on mixing, etc. Parents need to feel supported, particularly those identified as disadvantaged.</p> <p>Parents returning to work and/or those required to collect other children from schools across the district require additional support to care for their children outside of school hours.</p>

8	Pupils/students may not have made the progress they would/should have due to lockdown. In some areas, pupils may have regressed. in the core Specific 1:1 or group teaching in reading, writing and spoken language.
9	Through pupils/students not being able to mix with peers or the wider community, they may have lost important play skills.

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
Access to 1:1 targeted support in in the core areas of reading, writing and spoken language.	<ul style="list-style-type: none"> • Progress made in line with expectations. • Any regression is soon identified and progress is made through targeted support. • Improvements in reading, writing and spoken language.
Facilitated socialisation and improved music skills. Improvements in social interaction, e.g. turn-taking / listening and responding to another person. Improvements in reading and mathematical achievement.	<ul style="list-style-type: none"> • Achieving personal learning intentions. • Increased socialisation and communication skills. • Increased wellbeing and engagement.
For all pupils requiring and/or benefiting from hydrotherapy to have increased and regular sessions in the hydrotherapy pool with trained staff.	<ul style="list-style-type: none"> • Increased muscle tone. • Increased mobility/movement. • Improved health. • Meeting targets identified in their PLIMS. • Improved communication/interaction.
Access to trained play therapists.	<ul style="list-style-type: none"> • A reduction in anxiety. • Increase in self-esteem. • Change in behaviour and improved relations with family and friends. • Improved understanding from staff regarding the importance of play in a child's overall development.
Forest School sessions.	<ul style="list-style-type: none"> • Greater engagement in learning. • Increase in children's self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills. • Improved emotional wellbeing. • Improved communication skills.

	<ul style="list-style-type: none"> • Improved peer interactions
<p>Increased parental engagement in the school plus access to support – both in-school and external.</p> <p>Access to parent workshops</p>	<ul style="list-style-type: none"> • Increased confidence in the school (reduced anxiety regarding COVID). • Increased communication between the school/home. • Increased parental knowledge/support through access to training. • Greater shared understanding of targets, next steps and how to get there.
<p>Pupils with low self-esteem have access to a variety of personalised initiatives so that achievement is in line with that of peers.</p>	<ul style="list-style-type: none"> • Pupils have 1-1 support to be emotionally ready to engage in learning.
<p>Play Leaders – Structure play and work with children to model and encourage play skills</p> <ul style="list-style-type: none"> • Encourage children to learn and develop through play. • Build up a child’s self-worth by giving a child a sense of his or her own abilities and to feel good about themselves. • Encourage the development of skills through the power of play. • Encourage the development of skills through the power of play. • Provide play experiences and resources to develop language skills, emotions, creativity and social skills. • Encourage and nurture imagination and give a child a sense of adventure. Through this, they can learn essential skills such as problem solving, working with others, sharing and much more. 	<ul style="list-style-type: none"> • Improved social interaction. • Improved communication. • Improved holistic development. • Increased enjoyment. • Increased wellbeing. • Improved physical development and motor skills.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Communication Lead Practitioner – Provide support and interventions to individuals and small groups plus teacher support in order to upskill them to meet pupils SLCN needs.</p>	<p>The relationship between oral language ability and academic success has been well established (Hill, 2012; Resnick and Snow, 2009). In order to maximise students’ literacy and learning, teachers need to have solid understandings about oral language and its potential as an educative tool. Oral language involves expressive and receptive skills. Expressive language encompasses the words and actions used to convey meaning, including tone, volume, pauses and inflections. Receptive language is the understanding of language expressed by others. Expressive and receptive oral language are often referred to as ‘speaking and listening’.</p>	<p>1, 3, 8</p>
<p>Communication assistant time</p>	<p>ESU (English Speaking Union) A controlled research project carried out in 2013 over a seven-month period with children aged 7-9 years has shown that pupils who were given more opportunities to develop their verbal and oral communication skills, on average showed highly significant gains in a nationally standardised test of non-verbal reasoning compared to others who did not have those opportunities</p> <p>We have a Teaching Assistant with a strong interest in SLCN who is regularly released from class to work with specific individuals for targeted support. She leads intervention groups for pupils using VOCA devices, support 1:1 eye gaze sessions and small groups using laptops to develop confidence with literacy skills.</p>	<p>1, 3, 8</p>
<p>Employing Play Leaders</p>	<p>Ofsted ‘<i>The significance of play in allowing children to learn and develop across such a broad range of developmental areas has long been understood. Its fundamental value is recognised in the United Nations Convention on the Rights of the Child’ and the statutory framework for the Early Years Foundation Stage’.</i></p>	<p>1, 5, 9</p>

Intensive Interaction Training plus support for Teachers/Support Staff (upskilling)	Intensive Interaction is crucial in allowing our students to feel valued and heard. It builds relationships and is fun. It allows our students to take the lead and gives them the chance to explore and develop their social and communication skills at their pace and in their way, increasing connections and wellbeing.	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/small group sessions with qualified Teachers in areas of Reading, writing, speaking and listening	<ul style="list-style-type: none"> • Individual and unique learning experience. • One-on-one attention. • Improves attitude towards learning and school. • Improves self-esteem and confidence. 	8
1:1 / small group Music Therapy Sessions Music Appreciation and Movement sessions.	<ul style="list-style-type: none"> • Develop and facilitate communication skills • Increased independence • Improve self-confidence • Improve communication and attention skills. 	1

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

Budgeted cost: 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-site Play Therapist	Reduced anxiety about traumatic events. Improved confidence and a sense of competence. Better able to form healthy bonds in relationships.	6

	<p>Improved ability to trust themselves and others.</p> <p>Enhanced creativity and playfulness.</p>	
Additional supported Hydrotherapy sessions	<p>The warmth of the water has an effect on muscle tone.</p> <p>floating in the water assists in the movement of joints</p> <p>Water pressure and the movement of the child or young person through the water helps to reduce residual lung capacity. This enables more efficient lung function and reduces the risk of chest infections developing.</p> <p>Opportunities for communication/interaction between adult and child.</p>	5
Access to Forest and Beach School	<p>The New Economics Foundation (NEF) evaluation of Forest Schools suggests that they make a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.</p>	1, 2, 5, 9
Behaviour Support for Pupils/students and classes	<p>Improved behaviour support, key staff trained to support pupils with complex learning needs. Behaviour advice for all staff – additional training based on pupil/student need.</p>	1,6
Family Support – Provided by Family Liaison Officer (60% of wage)	<p>Identify appropriate community resources for families</p> <p>Improved communication between parents and school</p>	7

	Provide appropriate training for parents, e.g. Mental Capacity Act training.	
Access to after-school clubs and wrap around care	<p>NatCen Social Research, Newcastle University and ASK Research – analysed information on more than 6,400 children in England taking part in the Millennium Cohort Study, which has been following children born in 2000-01 from birth. They defined disadvantaged children as those whose family income was below the poverty line - that is below 60% of the average household income.</p> <p>The study, funded by the Nuffield Foundation, found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources.</p> <p>The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted.</p> <p>89% of schools stated that the main advantage of offering wraparound provision is that it facilitates working parents.</p> <p>https://www.employersforchildcare.org/app/uploads/2016/10/Wrap-around-Childcare-in-Primary-Schools-Report.pdf</p>	1, 2, 5, 7, 9

Total budgeted cost: £190,000

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 2023 to 2024 academic year

Funding allocated for 2023/24: £292,902	
Art Therapy / Play Therapy / Music Therapy / Psychologist Pupils/students requiring intervention. Improved emotional wellbeing of pupils through access to trained counsellor. Increased engagement in learning.	£4,748 £1,750 £11,510
Teacher Support/Catch-Up Individual/small group literacy and numeracy intervention/ Recovery incentives. Phonics	£27,397 £2,112
Horse Riding Access to horse riding sessions promotes language/communication, muscle tone	£2,420
Translator Services Ensured all pupils/students and parents have equal access to information, training and meetings. Includes communication facilitators (BSL) and language interpreters.	£9,516
1:1 Teacher Support (Including Communication/ music lessons) 1:1 small group/teacher support. Communication intervention. Use of communication devices including Eye Gaze Technology. Group/individual music-based activities. Facilitated socialisation and improved music skills. Improvements in social interaction, e.g. turn-taking / listening and responding to another person. Improvements in reading and mathematical achievement.	£24,291 £11,358 £4,553 £1,200
Hydrotherapy Support To enable pupils with low muscle tone to access hydrotherapy sessions – improve muscle tone Increased mobility/movement, Improved health.	£30,704
Active Play Leaders Play leaders across the school. Increased enrichment opportunities. Resources to encourage participation, engagement, joint attention, communication and appropriate behaviour.	£12,260
Family Liaison Officer (40% of overall cost) Additional support for parents and pupils/students. Home visits. Increased engagement with the school. Improved attendance. Particularly important and effective during lockdown period.	£19,559
Forest School / Outdoor Learning Initiatives Improved emotional wellbeing. Improved communication skills. Improved peer interactions	£23,237

Additional Resources Access to 1:1 targeted support in in the core areas of reading, writing and spoken language	£47 (Refund)
Attendance Support – Travel Minibus to pick up children for school when parents unable to do this, KCC transport issues, illness, etc.	£4,711
Wrap Around Care Support for families with after school child care issues. Supporting parents to enable them to work and/or pick up children in other schools. No charge to parents for this.	£4,213
Behaviour Support Improved behaviour support, key staff trained to support pupils with complex learning needs. Behaviour advice for all staff – additional training based on pupil/student need. Software Package.	£1,082 £32,839
Total Expenditure	£229,413
Total Received	£292,902
Rollover	£63,489

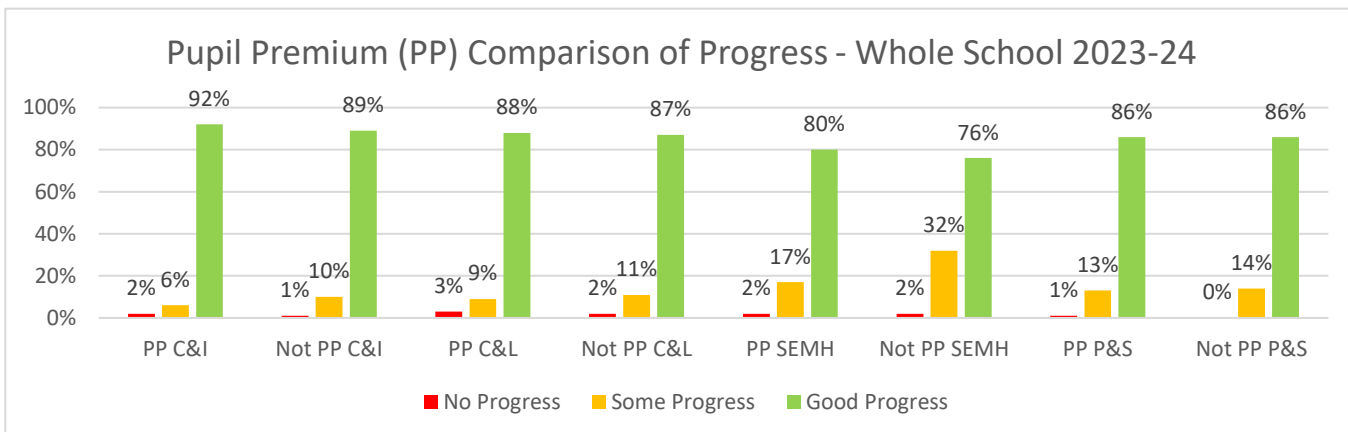
Whole School Pupil Premium (PP) Comparison of Progress 2023-24

Whole School Context 2023-24

107 (41%) pupils were in receipt of pupil premium compared to 152 (59%) not in receipt of the premium. Pupil Premium 2023/24 priorities were to ensure the best support was in place for maximising progress for the most vulnerable pupils in addition to our core provision.

Pupil Premium (PP) Comparison of Progress – Whole School 2023-24

Pupil Premium (PP)	Communication & Interaction			Cognition & Learning			Social Emotional & Mental Health			Physical & Sensory Development		
PP (Number)	N	S	G	N	S	G	N	S	G	N	S	G
118 pupils	2	7	109	3	11	104	2	20	96	1	16	101
Not PP (Number)	N	S	G	N	S	G	N	S	G	N	S	G
143 pupils	2	14	127	2	16	125	4	31	108	0	20	123
PP %	N	S	G	N	S	G	N	S	G	N	S	G
	2%	6%	92%	3%	9%	88%	2%	17%	80%	1%	13%	86%
Not PP%	N	S	G	N	S	G	N	S	G	N	S	G
	1%	10%	89%	2%	11%	87%	2%	32%	76%	0%	14%	86%



Foundation Pathway Achievement and Progress Data 2023-24

During the 2023/24 academic year, there are 33 pupils following the Foundation Pathway from Year R to Year 2.

3 pupils qualify for Pupil Premium

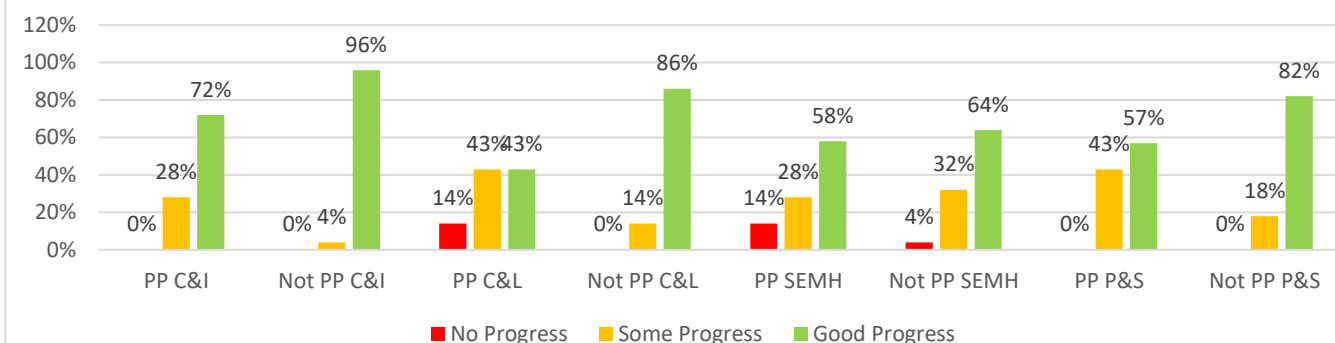
30 Pupils do not qualify for Pupil Premium.

Judgements of progress are ipsative and the adults around the child use a range of indicators including therapy goals, MOVE goals, personal learning intentions, video and photographic evidence to agree whether a child is making good progress, some progress, or no progress in the four areas of need identified in their EHCP.

Pupil Premium (PP) Comparison of Progress – Foundation Pathway 2023-24

Pupil Premium (PP)	Communication & Interaction			Cognition & Learning			Social Emotional & Mental Health			Physical & Sensory Development		
	N	S	G	N	S	G	N	S	G	N	S	G
PP (Number)												
7 pupils	0	2	5	1	3	3	1	2	4	0	3	4
Not PP (Number)												
28 pupils	0	1	27	0	4	24	1	9	18	0	5	23
PP %												
	0%	28%	72%	14%	43%	43%	14%	28%	58%	0%	43%	57%
Not PP%												
	0%	4%	96%	0%	14%	86%	4%	32%	64%	0%	18%	82%

Pupil Premium (PP) Comparison of Progress - Foundation Pathway 2023-24



Foundation Pathway Summary:

- The majority of pupils are making good progress in all areas of need; 91% of pupils are making good progress in communication (C&I) and 77% are making good progress with cognition and learning (C&L) and physical and sensory development (P&S).
- Social, emotional and mental health (SEMH), is the area of need with the greatest number of pupils (40%) making less than good progress – this reflects the whole school picture; The Pathway Lead will agree strategies to support all pupils making less than good progress in term 1 2024
- Vulnerable groups are making similar progress to their peers.

Explorers' Pathway Achievement and Progress Data 2023–24

There are 31 pupils following the Explorers Pathway from Year R to Year 14.

5 pupils qualify for Pupil Premium

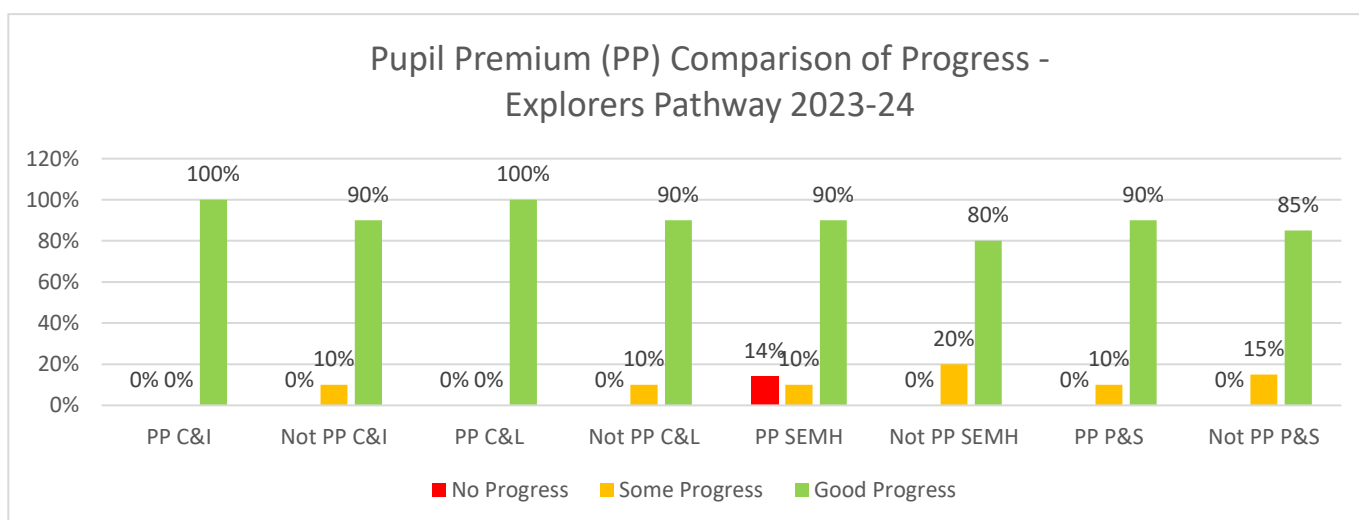
26 Pupils do not qualify for Pupil Premium.

Pupils and students are not engaged in subject specific study and all KS2 pupils use the Engagement Model for statutory assessment. Judgements of progress are ipsative and the adults around the child use a range of indicators including therapy goals, MOVE goals, personal learning intentions, video and photographic evidence to agree whether a child is making good progress, some progress, or no progress in the four areas of need identified in their EHCP.

Pupil Premium (PP) Comparison of Progress - Explorers 2023-24

Pupil Premium	Communication & Interaction			Cognition & Learning			Social Emotional & Mental Health			Physical & Sensory Development		
	N	S	G	N	S	G	N	S	G	N	S	G
PP (Number)												
10 pupils	0	0	10	0	0	10	0	1	9	0	1	9

Not PP (Number)	N	S	G	N	S	G	N	S	G	N	S	G
	0	2	19	0	2	19	0	4	17	0	3	18
21 pupils												
PP (%)	N	S	G	N	S	G	N	S	G	N	S	G
	0%	0%	100%	0%	0%	100%	0%	10%	90%	0%	10%	90%
Not PP(%)	N	S	G	N	S	G	N	S	G	N	S	G
	0%	10%	90%	0%	10%	90%	0%	20%	80%	0%	15%	85%



Explorers' Summary

- Most Explorers pupils are making good progress; 94% of Explorers pupils made good progress in C&I and C&L; 87% of pupils made good progress in P&S and 84% of pupils made good progress with SEMH.
- There are no pupils that did not make progress
- Pupils within vulnerable groups are making similar progress to their peers

Adventurers' Pathway Achievement and Progress Data 2023-24

There are 35 pupils following the Adventurers Pathway from Year R to Year 9. Pupils and students are not engaged in subject specific study and follow an informal curriculum.

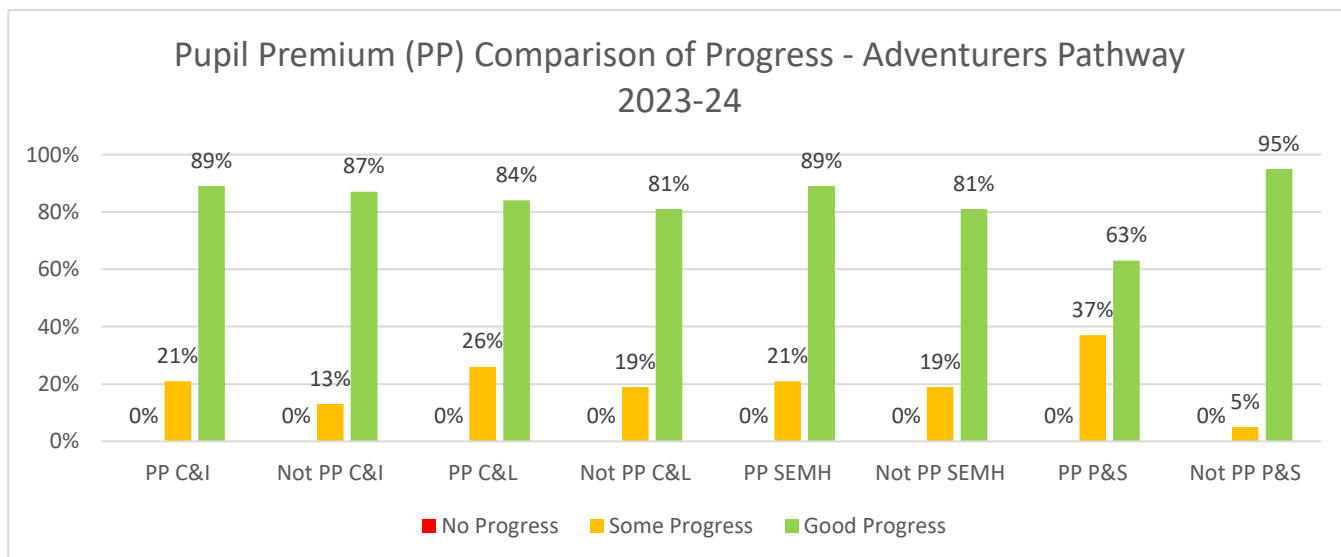
17 pupils qualify for Pupil Premium

18 Pupils do not qualify for Pupil Premium.

Judgements of progress are ipsative and the adults around the child use a range of indicators including therapy goals, personal learning intentions, behaviour support plans, video and photographic evidence to agree whether a child is making good progress, some progress, or no progress in the four areas of need identified in their EHCP.

Pupil Premium (PP) Comparison of Progress - Adventurers 2023-24

Pupil Premium	Communication & Interaction			Cognition & Learning			Social Emotional & Mental Health			Physical & Sensory Development		
PP (Number)	N	S	G	N	S	G	N	S	G	N	S	G
19 pupils	0	4	15	0	5	14	0	4	15	0	7	12
Not PP (Number)	N	S	G	N	S	G	N	S	G	N	S	G
16 pupils	0	2	14	0	3	13	0	3	13	0	1	15
PP (%)	N	S	G	N	S	G	N	S	G	N	S	G
	0%	21%	89%	0%	26%	84%	0%	21%	89%	0%	37%	63%
Not PP (%)	N	S	G	N	S	G	N	S	G	N	S	G
	0%	13%	87%	0%	19%	81%	0%	19%	81%	0%	5%	95%



Adventurers Summary:

- Most Adventurers pupils are making good progress; 83% of Adventurers pupils made good progress in C&I; 87% made good progress in C&L; 87% of pupils made good progress in P&S and 80% of pupils made good progress with SEMH.
- There are no pupils that did not make progress
- Pupils within vulnerable groups are making similar progress to their peers
- The Pathway Lead should identify pupils who made less than good progress in any area of need and guide the teacher to create strategies to enable good progress in 2024-25.

Discoverers' Pathway Achievement and Progress Data 2023-24

There were 111 pupils following the Discoverers Pathway from Year 3 to Year 14.

56 pupils qualify for Pupil Premium

55 Pupils do not qualify for Pupil Premium.

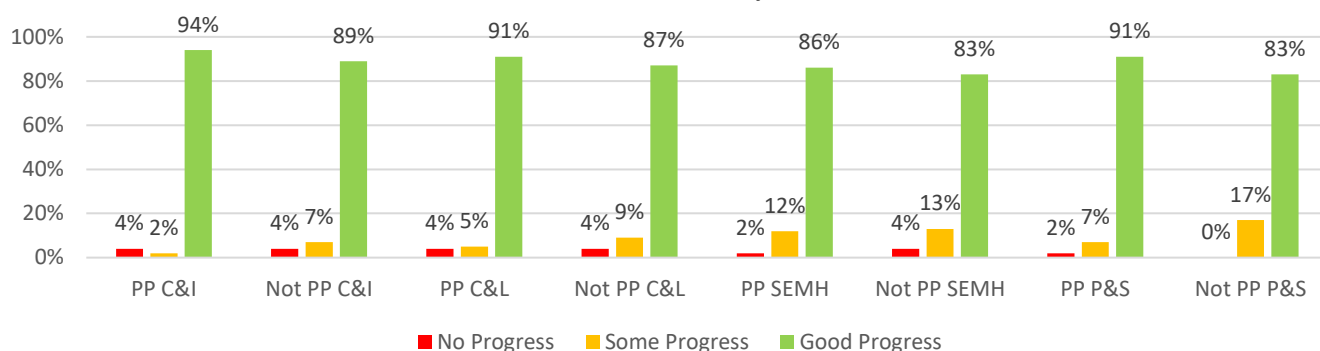
Most pupils and students are not engaged in subject specific study and follow a semi-formal curriculum.

Judgements of progress are ipsative and the adults around the child use a range of indicators including therapy goals, personal learning intentions, behaviour support plans, video and photographic evidence to agree whether a child is making good progress, some progress, or no progress in the four areas of need identified in their EHCP.

Pupil Premium (PP) Comparison of Progress – Discoverers 2023-24

Pupil Premium	Communication & Interaction			Cognition & Learning			Social Emotional & Mental Health			Physical & Sensory Development		
	N	S	G	N	S	G	N	S	G	N	S	G
PP (Number)	N	S	G	N	S	G	N	S	G	N	S	G
57 pupils	2	1	54	2	3	52	1	7	49	1	4	52
Not PP (Number)	N	S	G	N	S	G	N	S	G	N	S	G
54 pupils	2	4	48	2	4	48	2	7	45	0	9	45
PP (%)	N	S	G	N	S	G	N	S	G	N	S	G
	4%	2%	94%	4%	5%	91%	2%	12%	86%	2%	7%	91%
Not PP (%)	N	S	G	N	S	G	N	S	G	N	S	G
	4%	7%	89%	4%	9%	87%	4%	13%	83%	0%	17%	83%

Comparison of progress for pupils in receipt of pupil premium- Discoverers' Pathway 2023-24



Discoverers' Summary:

- Most Discoverers pupils are making good progress; 91% of Discoverers pupils made good progress in C&I; 91% made good progress in C&L; 87% of pupils made good progress in P&S and 84% of pupils made good progress with SEMH.
- Pupils within vulnerable groups are making similar progress to their peers

Pioneers' Pathway Achievement and Progress Data 2023-24

There were 49 pupils following the Pioneers Pathway from Year 3 to Year 14.

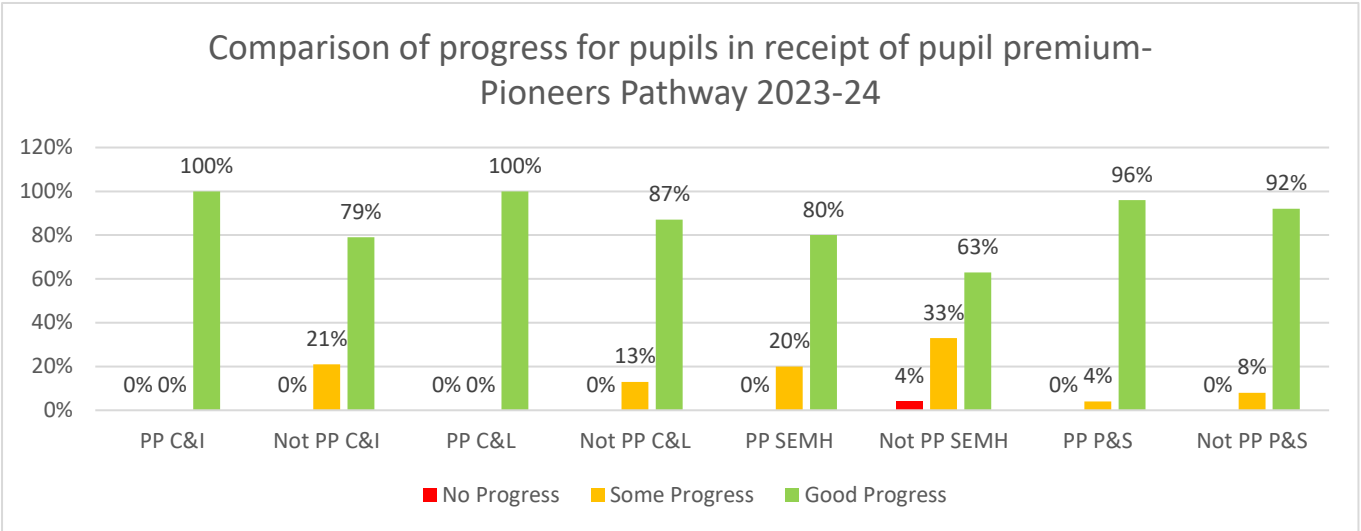
26 pupils qualify for Pupil Premium

23 Pupils do not qualify for Pupil Premium.

Pupil Premium (PP) Comparison of Progress – Pioneers Pathway 2023-24

Pupil Premium (PP)	Communication & Interaction			Cognition & Learning			Social Emotional & Mental Health			Physical & Sensory Development		
	N	S	G	N	S	G	N	S	G	N	S	G
PP (Number)	N	S	G	N	S	G	N	S	G	N	S	G
25 pupils	0	0	25	0	0	25	0	5	20	0	1	24
Not PP (Number)	N	S	G	N	S	G	N	S	G	N	S	G
24 pupils	0	5	19	0	3	21	1	8	15	0	2	22
PP %	N	S	G	N	S	G	N	S	G	N	S	G
	0%	0%	100%	0%	0%	100%	0%	20%	80%	0%	4%	96%
Not PP%	N	S	G	N	S	G	N	S	G	N	S	G

	0%	21%	79%	0%	13%	87%	4%	33%	63%	0%	8%	92%
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Pioneers’ Summary:

- 100% of Pioneers pupils and students met or exceeded their end of year target in all subjects
- Most pupils and students are making good progress in Communication & Interaction (90%), Cognition & Learning (94%) and Physical & Sensory Development (94%)
- Less students are making good progress with SEMH (72%) than in other areas of need. This reflects the whole school picture.
- Vulnerable groups are achieving as well as their peers.

Externally provided programmes

Programme	Provider
None	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The school did not receive any funding for service pupils.
What was the impact of that spending on service pupil premium eligible pupils?	N/A