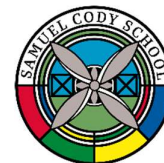


Pupil Premium Strategy Statement – Samuel Cody School



This statement details our school's use of pupil premium 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
Number of pupils in school	Total: 337 Primary: 92 Secondary: 159 SEMH: 87
Proportion (%) of pupil premium eligible pupils	Total: 49.8% Primary: 28.3% Secondary: 50.9% SEMH: 64.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sep 2023 to Aug 2026
Date this statement was published	Dec 2024
Date on which it will be reviewed	Sep 2025
Statement authorised by	Sharon Chinnappa Headteacher
Pupil premium lead	Rebekah Brumby Deputy Head of School (Cody Oaks)
Governor / Trustee lead	Terry Read Safeguarding Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year.	£152,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable).	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£152,310

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 our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. 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.

We will also provide disadvantaged 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, 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, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood. At Samuel Cody school we want all of our children to achieve their full potential by achieving their ambitions and aspirations. We believe that in order to do this they need to acquire the necessary skills and values to succeed.

All of our pupils are disadvantaged in some way, and we at Samuel Cody School are determined to provide the support and guidance that they need to help overcome these barriers.

This is in addition to creating a safe and inclusive learning environment in which pupils experience a broad and balanced curriculum. We intend to focus on these measure for the next three years.

Challenges

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

Challenge Number	Detail of Challenge
1	Low levels of literacy and numeracy amongst all pupils due to their cognition and learning disabilities and gaps in education, particularly in the case of Cody Oaks' students. With disadvantaged pupils this gap is widened between them and their peers. Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes.
2	Pupils have limited experiences beyond their home life and immediate community. Through observations and conversations with pupils and their families and the use of national data, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
3	Pupils are often dealing with additional social & emotional difficulties, including medical and mental health issues. Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. Within Cody Oaks, disadvantaged pupils make up 70% of all recorded incidents of poor behavioural choices in 2022-2023.
4	Low levels of speech, language and communication skills creating difficulties in accessing the broader curriculum. Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school. Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
5	Attendance figures can be lower among disadvantaged pupils in comparison to their non-disadvantaged peers. Data analysis would indicate the absenteeism is negatively impacting disadvantaged student progress.

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
Disadvantaged pupils at least maintain the level of progress they achieved last year in reading, writing and maths.	End of summer data will show that 95-100% of disadvantaged children have made expected progress from the previous summer and 10–20% of

<p>Those who have fallen behind make accelerated progress and catch up lost learning from last year.</p> <p>To ensure that all pupils receive access to an intervention programme.</p>	<p>disadvantaged children will have made accelerated progress. New literacy and numeracy and reading interventions have been embedded. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. Every pupil leaves with qualifications in maths and English and least three other areas.</p> <p>Staff will have completed training in Read, Write, Inc. and programmes will be built in to the timetable. There will be improved reading age and comprehension skills among disadvantaged students.</p>
<p>Pupils have a wide range of experiences that help them to contextualise their learning. School will deliver an engaging, broad and varied curriculum with opportunities for pupils to build cultural capital.</p>	<p>Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <p>There are residential opportunities on offer for each year group in the secondary department.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day, as well as STEM days, Forest School and visits from external providers.</p> <p>The enrichment programme in Cody Oaks will have been developed to broaden the experiences available to pupils in that part of the school.</p>
<p>Pupils with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Family support workers and mental health leads will be available at both the main site and Cody Oaks to help identify and support pupils and work to alleviate barriers to learning.</p> <p>Several classes of TEACCH stations will be used in the primary department and at Cody Oaks where appropriate with positive impacts on reducing the number of behaviour incidents for this cohort.</p> <p>Identified pupils are invited to FEIPS, ELSA, sensory room support and Lego Therapy sessions with support staff for those needing to have support with the acquisition of social skills.</p> <p>Listening space is made available in school time to those pupils and students who are experiencing issues with mental health.</p> <p>As a result, pupil questionnaires will show that they feel supported and additional barriers alleviated where possible.</p>

	<p>Zones of Regulation Digital Curriculum will be introduced at Cody Oaks and students will be better able to label their emotions, recognise when they need to regulate and have a personal toolkit to enable them to do so. As a result, behavioural incidents will reduce year on year of attendance.</p> <p>Expertise will be shared across the school to support colleagues to manage poor behaviour choices.</p>
Pupils are taught by staff who are equipped to use ELKLAN speech and language strategies to improve accessibility to the curriculum.	<p>Each curriculum area will have a qualified ELKLAN lead.</p> <p>Pupils will be able to evidence enhanced speaking and listening skills.</p> <p>Pupils display enhanced expressive language and this has a positive impact on their ability to engage in matriculation.</p>
To achieve and sustain improved attendance for all students, in particular for our disadvantaged students.	<p>Attendance of disadvantaged students in line with other students.</p> <p>Attendance of disadvantaged students to be above national average.</p>

Activity in this Academic Year

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

Teaching (for example, curriculum support, CPD, recruitment and retention)

Budgeted cost: £82,110

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Retention of Lead HLTA role to co-ordinate interventions to work with targeted group of children whose reading ages are below 8 years, including monitoring.	<ul style="list-style-type: none"> • Through achievement of improved performance, as demonstrated by out end of year assessments at the end of our strategy in 2024. • An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers. • Provision of mastery curriculum and effective challenge for children identified as needing to catch-up. • The pupil premium: how schools are spending the funding successfully - GOV.UK 	1, 5
Retention of family support worker at Cody Oaks and secondary to improve attendance.		
Some interventions are now run by departments and our Student support team as well as the HLTA.		

	<ul style="list-style-type: none"> • Part of a tiered approach proven to have positive benefits (EEF) Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk) • EEF blog: Taking a tailored approach to improving attendance EEF 	
Read, Write, Inc. training and resources	EEF Phonics +5 months	1
Teaching staff CPD on reading fluency and use of subject-specific language	<p>Reading comprehension strategies: Very high impact for very low cost based on extensive evidence. This can add an additional 6 months progress to disadvantaged learners (EEF Teaching & Learning toolkit) EEF Reading Comprehension +6 months</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing small groups and 1:1 interventions in key subject areas such as Mathematics, English and Science.</p> <p>Providing small groups and 1:1 support for students in lesson time allowing them to be able to access the curriculum, stay focused, complete work set and make academic progress.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>This can add an additional 5 months progress.</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF this can add an additional 4 months progress .</p>	1, 3, 4
Canine assisted learning sessions to support student	Research indicates that canine-assisted learning can have positive effects in educational settings. For instance, a	1, 3

engagement and reading development.	<p>study published in <i>Frontiers in Psychology</i> found that animal-assisted interventions in classrooms can enhance social interactions, reduce stress, and promote a positive learning environment. Additionally, the <i>Reading Education Assistance Dogs (R.E.A.D.)</i> program has been shown to improve children's reading skills by providing a non-judgmental audience, thereby increasing motivation and confidence. However, it's important to consider potential challenges, such as allergies, phobias, and the welfare of the animals involved. Implementing such programs requires careful planning and adherence to guidelines to ensure the safety and well-being of both students and animals.</p> <p>Therapy Dogs in Educational Settings: Guidelines and Recommendations for Implementation - PMC</p>	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club for disadvantaged students.	<p>Breakfast club shows moderate impact for moderate cost and has a positive impact of 3 months additional progress.</p> <p>Teaching and Learning Toolkit EEF</p> <p>“There is some evidence that providing before-school breakfast clubs can benefit pupils”</p> <p>Free school breakfast provision EEF</p>	1, 2, 3, 5
<p>Enrichment Programme</p> <p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This also includes swimming.</p>	<p>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum”. (EEF Teaching & Learning toolkit)</p> <p>“There is a small positive impact of physical activity on academic attainment” (EEF Teaching & Learning toolkit)</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales</p> <p>https://healthyschoolscp.org.uk/wp-content/uploads/2020/07/ASA-School-swimming-guide.pdf</p>	2, 3, 5

<p>External visitors e.g. STEM days</p>	<p>The EEF highlights that bringing in external experts (e.g., STEM professionals, authors, entrepreneurs) can enhance learning by increasing student engagement and aspirations.</p> <p>Their <i>Careers Education Report</i> found that employer engagement in schools improves motivation, attainment, and post-school transitions.</p> <p>Careers education EEF</p> <p>Gatsby Foundation Research on Employer Engagement found that schools that integrate external professionals into their curriculum see improved student motivation and understanding of career pathways.</p> <p>The Gatsby Benchmarks for Good Career Guidance recommend frequent employer interactions for better student outcomes.</p> <p>Good Career Guidance Education Gatsby</p> <p>STEM Ambassadors Programme (UK) evidence shows that schools working with STEM professionals have reported improved student enthusiasm and achievement in science and maths subjects.</p> <p>STEM Ambassador programme review: a report for UKRI – UKRI</p> <p>Impact of Residential Experiences</p>	
<p>Lego Therapy CPD and implementation</p>	<p>A scoping review of the role of LEGO® therapy for improving inclusion and social skills</p>	<p>3, 5</p>
<p>Provision of residential experiences for students in different key stages in secondary</p>	<p>Enhanced opportunities for cultural capital and life skill development.</p> <p>Impact of Residential Experiences</p>	<p>2, 3, 5</p>
<p>Zones of Regulation Digital Curriculum purchase</p>	<p>Research shows that the Zones of Regulation programme develops skills in a number of ways.</p> <p>The Zones of Regulation: Research and Evidence Unpacked - The Zones of Regulation</p> <p>EEF Improving Behaviour in Schools</p>	<p>1, 3, 5</p>
<p>TEACCH resourcing</p>	<p>Limited independent research, however success has been seen anecdotally.</p> <p>https://informationautism.org/interventions/21/teacch-and-autism?print=1</p>	<p>1, 3</p>

<p>Ensuring disadvantaged students have access to the necessary equipment to access the curriculum on an equal footing with their peers. This includes books, revision guides, IT equipment and cooking ingredients.</p>	<p>The Education Endowment Foundation (EEF) suggests that providing resources such as laptops, internet access, and textbooks can improve learning outcomes, particularly for students from low-income backgrounds.</p> <p>EEF Digital Technology Guidance Report</p> <p>Department for Education (DfE) reports that schools that provide targeted support (e.g., free school laptops, revision materials, or financial help for trips) see improved outcomes for disadvantaged students, helping to close the attainment gap.</p> <p>The pupil premium: how schools are spending the funding successfully - GOV.UK</p>	<p>1, 2, 3, 4, 5</p>
<p>Attendance intervention and incentives</p>	<p>Research shows a wide range of attendance interventions can improve attendance.</p> <p>EEF Attendance REA Report</p>	<p>1,5</p>
<p>Parental Engagement</p> <ul style="list-style-type: none"> • Workshops • Letters home • Student and Family Support Officer 	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF Parental Engagement +4 months</p>	<p>1, 5</p>

Total budgeted cost: £152,310

Part B: Review of Outcomes in the Previous Academic Year by Glenn Tyreman (Assistant Headteacher- Operations)

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

Secondary

In Key Stage 3 English pupil premium students did just as well as non-pupil premium students. The strength in English is the fact that our students who transition from KS3 to KS4

In Key Stage 3 Maths our pupil premium students maintained their level of progress and our pupil premium students in year 8 closed the gap by 2.6% on the non-pupil premium students when looking at targets achieved. Our main strength was our students who transitioned from KS3 to KS4. The data shows that these students achieved on average 8.8% of their set targets than the non-pupil premium students.

In terms of GCSE results the gap between the numbers of students is slightly different. Our non-pupil premium students on average gained 3 GCSEs where as our pupil premium students on average gained 2 GCSEs. In Entry level there is no difference in the number of qualifications gained and in AQA Awards our pupil premium students outperform our non-pupil premium students by gaining 3 more awards on average.

Cody Oaks

Cody Oaks Read, Write, Inc. representative completed audit and provided support to Cody Oaks staff and information fed in to the literacy strategy for 2024-2025 academic year. Phonics support was delivered to students from Year 5 to Year 9. There has been excellent engagement with reading to the school dog, which has helped students with sound phonics knowledge but poor reading skills to be motivated to read in school. The gap in standardised scores for word recognition and reading fluency reduced by 6%. Every student attending Cody Oaks has had the opportunity to participate in a range of social, cultural, enrichment and sporting experiences including swimming lessons at RAF Odiham, watersports at Horseshoe lake, and team building at Runways End. These have been linked to the curriculum and our skills development framework and aim to develop students' cultural capital, self-identification as a member of society, life skills, social skills and/or increased knowledge and understanding of the world and society around them. Our Family Support Worker has supported families navigate the cost of living crisis, completed safeguarding visits to pupils who have not been able to engage in school and supported the transition of new pupils in to Cody Oaks. This has enabled us to forge closer relationships between parents and the school and helped to maintain attendance levels for students for attending Alternative Provision.

Externally Provided Programmes

Programme	Provider
Accelerated Reading Programme	Accelerated Reader
Provision Map	TES Global Ltd