



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 2023
Date on which it will be reviewed	Sep 2025
Statement authorised by	Sharon Chinnappa Co-Headteacher
Pupil premium lead	Rebekah Brumby Co-Headteacher
Governor / Trustee lead	Madeline Church Safeguarding Governor

### Funding Overview

Detail	Amount
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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 and improved mental health

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 careers guidance and further and higher education guidance is available to all.

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	<p>Pupils are often dealing with additional social &amp; 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.</p> <p>Within Cody Oaks, disadvantaged pupils make up 70% of all recorded incidents of poor behavioural choices in 2022-2023.</p>
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
<p>Disadvantaged pupils at least maintain the level of progress they achieved last year in reading, writing and maths.</p> <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>End of summer data will show that 95-100% of disadvantaged children have made expected progress from the previous summer and 10–20% of 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>
<p>Pupils are taught by staff who are equipped to use ELKLAN speech and language strategies to improve accessibility to the curriculum.</p>	<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>
<p>To achieve and sustain improved attendance for all students, in particular for our disadvantaged students.</p>	<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 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
<p>1. 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.</p> <p>1. Retention of family support worker at Cody Oaks and secondary to improve attendance.</p> <p>1. Some interventions are now run by departments and our student support team as well as the HLTA.</p>	<ul style="list-style-type: none"> <li>• Through achievement of improved performance, as demonstrated by out end of year assessments at the end of our strategy in 2026.</li> <li>• 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.</li> <li>• Provision of mastery curriculum and effective challenge for children identified as needing to catch-up.</li> <li>• <a href="#">The pupil premium: how schools are spending the funding successfully - GOV.UK</a></li> <li>• Part of a tiered approach proven to have positive benefits (EEF) <a href="#">Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</a></li> <li>• <a href="#">EEF blog: Taking a tailored approach to improving attendance   EEF</a></li> </ul>	1, 5
2. Read, Write, Inc. training and resources	<a href="#">EEF Phonics +5 months</a>	1
2. 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 &amp; Learning toolkit) <a href="#">EEF Reading Comprehension +6 months</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></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>3. Providing small groups and 1:1 interventions in key subject areas such as Mathematics, English and Science.</p> <p>3. 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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>                      This can add an additional 5 months progress.</p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>                      this can add an additional 4 months progress .</p>	<p>1, 3, 4</p>
<p>4. Canine assisted learning sessions to support student Engagement and reading development.</p>	<p>Research indicates that canine-assisted learning can have positive effects in educational settings. For instance, a study published in Frontiers in Psychology found that animal-assisted interventions in classrooms can enhance social interactions, reduce stress, and promote a positive learning environment. Additionally, the Reading Education Assistance Dogs (R.E.A.D.) 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><a href="#">Therapy Dogs in Educational Settings: Guidelines and Recommendations for Implementation - PMC</a></p>	<p>1, 3</p>

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

Budgeted cost: £50,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>5. Breakfast club for disadvantaged students.</p>	<p>Breakfast club shows moderate impact for moderate cost and has a positive impact of 3 months additional progress. <a href="#">Teaching and Learning Toolkit EEF</a></p> <p>“There is some evidence that providing before-school breakfast clubs can benefit pupils” <a href="#">Free school breakfast provision EEF</a></p>	<p>1, 2, 3, 5</p>
<p>6. Enrichment Programme 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”.</p> <p>(EEF Teaching &amp; Learning toolkit)</p> <p>“There is a small positive impact of physical activity or academic attainment” (EEF Teaching &amp; Learning toolkit)</p> <p><a href="https://www.forestresearch.gov.uk/research/forestschools-impact-on-young-children-in-England-and-Wales">https://www.forestresearch.gov.uk/research/forestschools-impact-on-young-children-in-England-and-Wales</a></p> <p><a href="https://healthyschoolscp.org.uk/wp-content/uploads/2020/07/ASA-School-swimmingguide.pdf">https://healthyschoolscp.org.uk/wp-content/uploads/2020/07/ASA-School-swimmingguide.pdf</a></p>	<p>2, 3, 5</p>

<p>7. External visitors e.g. STEM days</p>	<p>The EEF highlights that bringing in external experts (e.g., STEM professionals, authors, and entrepreneurs) can enhance learning by increasing student engagement and aspirations.</p> <p>Their Careers Education Report found that employer engagement in schools improves motivation, attainment, and post-school transitions.</p> <p><a href="#">Careers education   EEF</a></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><a href="#">Good Career Guidance   Education   Gatsby</a></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><a href="#">STEM Ambassador programme review: a report for UKRI – UKRI</a></p> <p><a href="#">Impact of Residential Experiences</a></p>	<p>1</p>
<p>8. Lego Therapy CPD and implementation</p>	<p><a href="#">A scoping review of the role of LEGO® therapy for improving inclusion and social skills</a></p>	<p>3, 5</p>
<p>9. 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><a href="#">Impact of Residential Experiences</a></p>	<p>2, 3, 5</p>
<p>10. 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><a href="#">The Zones of Regulation: Research and Evidence Unpacked - The Zones of Regulation</a></p> <p><a href="#">EEF Improving Behaviour in Schools</a></p>	<p>1, 3, 5</p>

11. TEACCH resourcing	Limited independent research, however success has been seen anecdotally. <a href="https://informationautism.org/interventions/21/teacchand-autism?print=1">https://informationautism.org/interventions/21/teacchand-autism?print=1</a>	1, 3
12. 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.	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. <a href="#">EEF Digital Technology Guidance Report</a>  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.  <a href="#">The pupil premium: how schools are spending the funding successfully - GOV.UK</a>	1, 2, 3, 4, 5
13. Attendance intervention and incentives	Research shows a wide range of attendance interventions can improve attendance.  <a href="#">EEF Attendance REA Report</a>	1,5
14. Parental Engagement • Workshops • Letters home • Student and Family Support Officer	Parental engagement has a positive impact on average of 4 months' additional progress.  <a href="#">EEF Parental Engagement +4 months</a>	1, 5

Total budgeted cost: £152,310

Part B: Review of Outcomes in the Previous Academic Year (2024-25)

This is Year 2 of a 3-year (2023-2026) programme of spend and we are on track to achieve our outcomes. (Challenge areas in brackets)

### 1. Retention of Lead HLTA Role at Secondary and Family Support Worker at Cody Oaks (1,5)

The retention of a designated Lead HLTA strengthened the organisation and impact of support across the secondary phase. Strategic redeployment of LSAs ensured that disadvantaged pupils received consistent, targeted support in lessons where the need was greatest. The Lead HLTA also oversaw the delivery of structured interventions and implemented standardised reading assessments, enabling earlier identification of gaps and more rigorous monitoring of progress. As a result, pupils accessing interventions—particularly those eligible for Pupil Premium—showed measurable improvements in

reading accuracy, comprehension, and engagement in learning. The improved oversight contributed to higher-quality provision and more effective use of support staff across the school. Pupils from Cody Oaks were able to access SATs.

Additionally, the retention of a dedicated Family Support Worker at Cody Oaks has had a significant positive impact on attendance, engagement and overall wellbeing for some of our most vulnerable pupils. Many families face complex social, emotional and practical challenges, and the FSW has provided a consistent, trusted point of contact, helping to strengthen relationships between home and school. Through regular communication, home visits and early-help interventions, families have been supported in establishing routines, accessing external services and addressing barriers that previously contributed to poor attendance. This proactive approach has led to improved punctuality and increased attendance for targeted pupils, as well as greater parental engagement in review meetings and behaviour or support planning. The FSW's work has also enabled earlier identification of safeguarding or welfare concerns, ensuring pupils receive timely and coordinated support. Overall, the role has been instrumental in improving stability for vulnerable learners and ensuring that pupils are better able to engage in learning and school life.

The impact on whole school attendance and that of vulnerable learners at the end of 2025 was significant with an overall increase in whole school attendance on the previous year at 88.5% which is above the national average for a school of our type and an increase aggregated attendance at Cody Oaks of 5.8% which is excellent.

## **2. Read, Write, Inc. training and resources including teaching specific CPD (1)**

Data from our Read Write Inc. assessments continues to indicate that primary aged pupil premium children who can access the Read Write Inc. phonics reading programme make progress in reading at a similar rate to their peers

Data from our Read Write Inc. assessments indicates that pupil premium children who were able to access the Read Write Inc. phonics reading programme made progress in reading at a similar rate to their peers.

As a result of the success with RWI in the primary school, and to address the first challenge, the strategy has been reviewed and as a result all students in years 7 and 9 have now had a whole year of RWI Phonics interventions and this has resulted in a narrowing of the reading age gaps amongst students in Year 7, 8 and 9 with the same or higher than average in reading ages as non PP pupils. Key stage 4 students are still slightly lower, but some students have made up to two years progress in 6 months of intervention. At Cody Oaks this is delivered in years 5 and 9 and has resulted in a reduction in the literacy gap in learners who are Pupil Premium.

The whole school adopted a yearlong programme in embedding Rosenshines Principals which was highly successful and has resulted in an improvement in Teaching and Learning. As a result, Year 11 pupil premium students at Samuel Cody at matriculation in 2025 performed 0.5% better than non-pupil premium students in their GCSE exams last summer at grade 4 and above and also just as well in other qualifications such as entry level subjects and the AQA award scheme. Overall GCSE grades at grade 4 and above were up by 5% on last year at 29%.

## **3. Providing small groups and 1:1 intervention (1,3,4)**

Mathematics has historically followed a different pattern with pupil premium students doing just as well or better than non-pupil premium students in years 7 and 10. This year work has been done in years 9, and 11 and we continue to use a range of strategies to support those year groups.

The average figures of the whole school show pupil premium students slightly outperform the non-pupil premium students in Reading, Mathematic, English and Science. Continuing support from our LSA's placed in mathematics and the 1:1 intervention they lead in these subject areas have helped eliminate the difference between pupil premium students and non-pupil premium students.

#### **4. Canine assisted learning sessions to support student engagement and reading development. (1,3)**

This approach is still relatively new, and the therapy dog is young and still in training. Our elder dog has now retired but there have still been benefits. The introduction of the therapy dog has had a noticeably positive impact on pupil wellbeing, emotional regulation and engagement across the school. For many pupils—particularly those with anxiety, SEMH needs or low attendance—the therapy dog has provided a calming and reassuring presence, helping them to settle into the school day more smoothly. Targeted pupils have used scheduled sessions to de-escalate, manage emotions and rebuild confidence, resulting in fewer incidents of crisis-level behaviour and improved readiness to learn.

#### **5. Breakfast club for disadvantaged students. (1,2,3,5)**

The breakfast club has had a positive impact on whole school attendance, punctuality and overall readiness to learn, particularly for disadvantaged and vulnerable pupils. The number of children accessing food on arrival to school has doubled this last year, reflecting the challenges that parents are facing due to the economy and rising prices. Providing a calm, structured start to the day has reduced late arrivals and supported pupils who may otherwise struggle with morning routines at home. Pupils attending regularly arrive settled, fed and better able to focus, resulting in improved engagement during the first lessons of the day. Staff have noted increased concentration, fewer behaviour incidents linked to hunger or dysregulation, and stronger social interactions as pupils build positive relationships in a supportive environment. For some families, the breakfast club has also reduced financial pressure and strengthened connections with the school. Overall, the club contributes to creating an equitable start to the day and supports improved wellbeing and learning outcomes for targeted pupils.

#### **6. Enrichment Programme (2,3,5)**

The enrichment programme has had a significant positive impact on pupil engagement, confidence and personal development. By offering a wide range of activities beyond the classroom—such as sports, arts, outdoor learning and vocational experiences—pupils have been able to develop new skills, build resilience and experience success in areas that play to their strengths. Most importantly over 80% of pupils have been taught to swim or have enhanced their water skills. Participation has been particularly beneficial for disadvantaged and vulnerable pupils, who often have limited access to such opportunities outside school. Staff have reported improved self-esteem, stronger peer relationships and increased motivation in lessons from pupils who regularly attend enrichment sessions. The programme has also contributed to better attendance for some pupils, as the activities provide an incentive to attend and a sense of belonging within the school community. Overall, the enrichment offer has broadened pupils' horizons, enhanced wellbeing and supported a more positive attitude towards school and learning.

#### **7. External visitors (1)**

The school has had a wide variety of external speakers around the STEM curriculum including input from Hampshire waste Management Division who helped deliver a recycling day within school. The use of external speakers and specialist workshops—such as sessions delivered by the Hampshire Waste Department and reptile handling experts—has enriched the curriculum and significantly enhanced pupils' engagement and understanding of real-world topics. These interactive experiences have supported

pupils in making meaningful connections between classroom learning and practical, lived examples, leading to improved retention of knowledge and greater curiosity. For many disadvantaged and vulnerable pupils, these visits provide opportunities they may not otherwise access, broadening their cultural capital and building confidence through hands-on participation. Staff have observed higher levels of engagement in follow-up lessons, improved discussion skills, and increased motivation to learn. Overall, these external inputs have added depth to the curriculum, inspired pupil interest, and contributed to a more dynamic and memorable learning experience.

### **8. Lego Therapy CPD and implementation (3,5)**

Training staff in Lego Therapy has strengthened the school's capacity to support pupils with social communication, emotional regulation and collaborative skills. Following CPD, staff were able to deliver structured sessions with confidence and consistency, resulting in improved teamwork, turn-taking and problem-solving among targeted pupils. Many vulnerable learners—particularly those with SEMH or social interaction difficulties—benefitted from the predictable, practical and low-pressure format of the sessions, helping them to build positive peer relationships and increase their confidence in group settings. Staff reported reductions in social conflicts, improved communication skills, and better engagement in class from pupils who took part. Overall, the implementation of Lego Therapy has provided an effective, evidence-based intervention that supports both emotional wellbeing and the development of essential social skills.

### **9. Provision of residential and day experiences for students in different key stages (2,3,5)**

There are many children within the primary department who have limited experiences beyond their home life. This means that they had fewer opportunities to explore both the local and wider community and develop their social and communication skills in real world situations. We addressed this with a range of opportunities added into the school year. Many of the children have had the opportunity to take part in the following:

- Short walking trips in the local area to parks, shops and post boxes
- Swimming lessons at the local leisure centre
- Visits to the local library
- Pony riding
- Trips to Pizza Express restaurants to make their own pizzas
- Trips to the local cinema
- Day trips to Windsor Castle, The Living Rainforest and Winchester Science Centre
- Zoo lab (tropical animals brought into the school)
- Wonder Dome (mobile planetarium)
- Kapes (themed sensory play sessions)
- Dance sessions (run by an external provider)
- Forest School (outdoor learning experiences)

Many older students have limited experiences beyond their home life. This means students have fewer opportunities to develop their cultural capital. The school has addressed this with a range of opportunities added into the school year. Students have had the chance to attend a residential activity in years 7, 8, 9 and 11. Plans were drawn up to widen the experiences in year 10 and for the second year running a residential to the Jurassic coast was very successful and highly attended. As well as a variety of residential activities the school has run lots of trips including the local Butchers, Art Galleries, Zoos, Farms and Theatres. School clubs continue to run allowing students to experience activities they would not normally access. Finally, offering a forest school experience to Cody Oaks by creating a forest school

provision in the grounds and growing the forest school team creation has enabled double the number of students to experience learning outdoors with a range of sessions from building shelters to cooking on open fires.

### **10. Zones of Regulation Digital Curriculum purchase (1,3,5)**

The purchase of the Zones of Regulation Digital Curriculum has strengthened the school's approach to supporting emotional literacy and self-regulation, particularly for vulnerable and disadvantaged pupils. The digital resources enabled staff to deliver consistent, high-quality lessons that helped pupils develop a clearer understanding of their emotions and the strategies needed to manage them effectively. As a result, pupils demonstrated improved ability to recognise their 'zone', communicate their needs and use appropriate calming or coping tools. Staff reported reductions in emotional outbursts, quicker recovery times, and improved readiness to learn following dysregulation. The digital platform also ensured adaptability across classes and phases, supporting a whole-school, cohesive approach to behaviour and wellbeing. Overall, the curriculum has contributed to a calmer learning environment and strengthened pupils' emotional resilience and independence.

### **11. TEACCH and Sensory needs resourcing (1,3)**

Many children within the primary department have specific sensory needs. Therefore, a range of resources have been purchased to meet these pupils' sensory needs and enable them to access the school day more fully.

These resources include:

- Weighted blankets
- Thera-putty
- Squeeze toys
- Visual timers
- Chews

The provision of TEACCH resources and sensory equipment has had a positive impact on pupils with additional needs, particularly those with autism spectrum conditions or sensory processing difficulties. Structured workstations, visual supports, and sensory tools have helped pupils engage more effectively with learning, maintain focus, and regulate their emotions. Staff have reported reductions in anxiety and behavioural incidents, alongside improved independence and task completion. The equipment has also supported differentiation, enabling pupils to access the curriculum at their own pace and in ways that suit their learning style. Overall, TEACCH and sensory resources have enhanced the learning environment, promoted emotional wellbeing, and contributed to better outcomes for vulnerable pupils.

### **12. Access to equipment (1,2,3,4,5)**

Providing pupils with reading books, revision guides, IT equipment, and essential materials such as cooking ingredients has had a significant impact on engagement, equity, and learning outcomes. Disadvantaged and vulnerable pupils have had consistent access to the resources they need to complete classwork, homework, and independent study, reducing barriers caused by financial constraints. Staff

have reported improved participation, completion of coursework, and confidence in learning, particularly in practical subjects such as food technology and IT. Access to revision guides and digital devices has supported targeted study and exam preparation, contributing to improved attainment. Overall, the provision of these resources has ensured that all pupils can fully engage with the curriculum, build essential skills, and participate equitably in learning opportunities.

### **13. Attendance intervention and incentives (1,5)**

Targeted attendance interventions, alongside reward schemes such as points systems, certificates, and attendance trips, have had a measurable positive impact on pupil attendance and engagement. Pupils have responded well to recognition of positive attendance, with increased motivation to attend school regularly and arrive on time. Staff have observed that incentives reinforce consistent attendance, encourage participation in lessons, and support pupils in developing a sense of responsibility and pride in their achievements. For vulnerable and disadvantaged pupils, these strategies have helped reduce persistent absenteeism and improved overall attendance rates, creating a more stable learning environment. The combination of monitoring, early intervention, and positive reinforcement has strengthened pupil engagement and contributed to better educational outcomes. As a result of the work undertaken by our HSLW and our attendance approach and incentives the impact on whole school attendance and that of vulnerable learners at the end of 2025 was significant with an overall increase in whole school attendance on the previous year at 88.5% which is above the national average for a school of our type and an increase aggregated attendance at Cody Oaks of 5.8% which is excellent.

### **14. Parental Engagement (1,5)**

Strengthening parental engagement through workshops, letters home, newsletters and the support of the Student and Family Support Officer has had a positive impact on pupil progress, wellbeing, and safety. Workshops—including those focused on learning strategies, safeguarding, and online safety—have equipped parents with the knowledge and tools to support their children effectively at home, particularly in safe online behaviours. Regular communication via letters and updates has kept families informed about pupil progress, attendance, behaviour, and safeguarding matters, enabling timely support and intervention. The HSLW’s and wider pastoral and safeguarding teams have provided a consistent, trusted point of contact for families, addressing barriers to learning, promoting collaboration between home and school, and supporting pupils’ welfare. As a result, pupils have demonstrated improved engagement, higher attendance, safer use of online platforms, and more consistent completion of homework and independent study, contributing to better academic outcomes and overall wellbeing.

#### **Externally Provided Programmes**

Programme	Provider
Accelerated Reading Programme	Accelerated Reader
Provision Map	TES Global Ltd
Read Write Inc (RWI)	Ruth Miskin