Redwood Park Academy
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding during academic year 2024/2027 to help improve the attainment of our disadvantaged pupils

It outlines our pupil premium strategy, how we intend to spend the funding in the next 3 Years, subject to annual review, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data 2024/2025
School name	Redwood Park Academy
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	51% (85 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Louise Quaid
Pupil premium lead	Liz Bartle

Funding overview

Detail	Amount 2024/2025
Pupil premium funding allocation this academic year	£115,590
Recovery premium funding allocation this academic year	£0
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*	£115,590

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim is to use pupil premium funding to ensure that the outcomes for pupils are positive in relation to meeting the targets set in their EHC plans, attendance levels, progression to further education, employment and training as well as ensuring they receive the same social opportunities as their peers.

The heart of our approach is high quality teaching and learning that is personalised to support all pupils make excellent progress in employment, training or supported work experience, participation in society, independent living and being healthy. This targeted support is based on robust diagnostic assessment of pupil's progress towards their EHCP annual targets. This assessment of need and access to a high-quality curriculum model will benefit all pupils in our school where funding is spent on whole-school approaches, such as sensory integration and readiness for learning strategies.

It is the intention that outcomes for non-disadvantaged learners will be improved alongside progress for their disadvantaged peers.

Our strategy is driven by the needs and strengths of each young person and is highly supportive of providing our pupils with the opportunities to develop their resilience, confidence and happiness to live their best lives. We want all of our pupils to be courageous learners who are willing to face new situations that they experience, with resilience and tenacity. The opportunities that they will be provided with through the pupil premium strategy will support pupils to develop their independence and life skills with courage to embark on the next stages of education at Redwood and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils often have a greater difficulty with emotional co-regulating and self-regulating in addition to this, students with complex needs and communication difficulties will have difficulty with emotional regulation due to the sensory dysregulation from the learning environment. (Thrive)
2	Attendance – absence from school has a significant negative impact on pupil outcomes especially those that are in receipt of Pupil Premium. (FSW)

3	Pupils with an EHCP are 8-12% less likely to enter employment. Pupils require support to have high ambitions and to provide work-based learning experiences, to develop independence skills and work-related skills. (WRL)
4	Our assessment, observations and discussions show that most of our pupils have a fear of failing, low ambitions and experience low confidence and self-esteem as learners. (Parent engagement and Marvellous Me)
5	Our assessment and observations have demonstrated that disadvantaged pupils can have reduced opportunities to access specialists' provisions and opportunities, to support working towards their EHCP outcomes and needs. (OT + provision)
6	Through our observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school and enriching careers encounters due to social and financial constraints (Residential support and welfare items)

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
To improve the ability of pupils to independently develop their resilience, to self-regulate their own behaviours in a variety of environments and improve mental well-being, through Thrive-based provision. (Thrive).	Staff are better equipped to recognise and meet the social, emotional, and developmental needs of the pupils - evidenced through high quality EHCP targets, some including specific links to Thrive criteria. Pupils meeting / exceeding EHCP short and medium-term targets across all 4 areas. Reduction in incidents of pupil dysregulation. Reduction in level of input pupils receive within school provision Evidence for Learning, evidence of pupils independently self-regulating in a variety of environments. Staff are better equipped to interpret the behaviour of pupils, evidenced through high quality behaviour support plans and

	approaches taken to de-escalate distressed behaviour. Improved outcomes for pupils in terms of social and emotional development - evidenced through regular Thrive assessments and embedded targets across the curriculum. Further training opportunity for staff-trained practitioner.
To further improve the extra-curricular offer, providing opportunities for families and improve family engagement with family support services both in school and across the city. (FSW and provision)	Improved community engagement in school-based organised activities. Feedback from family surveys. Increased number of families accessing family support services in school and across the city.
To further improve whole school attendance and to decrease the number of pupils who are persistently absent. (FSW and attendance)	Attendance to school improved. Reduced number of pupils who are persistently absent.
To develop the work-related learning curriculum, to provide ambitious and engaging work experience and improving the skills of pupils in preparation for adulthood. (Work-related learning opportunities)	Pupils meeting / exceeding EHCP short and medium-term targets across all 4 areas. Improved work experience opportunities to for KS4 pupils including onsite curriculum and extending work experience programme. Support training and cover for 'job coaches' to support work experience opportunities. Pupils able to access work-related learning opportunities through transport support, to attend venues and providers.
To further develop effective communication with parents and families, to support further improve pupils' self-confidence and self-esteem. (Parent engagement and Marvellous Me)	Parents engagement with Marvellous Me app. Increased number of parents and families 'reactions' to Marvellous Me alerts. Pupil meeting and Pupil feedback/surveys.
To improve specialist provision opportunities for pupils to improve EHCP outcomes including OT and specialist	Staff are better trained to offer onsite provision opportunities including sensory integration, speech and language and other specialist provision.

school-based provision (OT and specialist provision)	Improved EHCP outcomes as school can further meet extending need and provide provision opportunities. All pupils requiring further specialist provision, including OT and EP, have access to those services.
To offer pupils opportunity to have access to extending cultural capita opportunities including residentials and off-site trips.	Pupils provided opportunity to receive financial support to attend residentials, offsite trip and to be supported with welfare items including uniform where necessary.

Activity Academic Year (2024-2025)

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: **£ 53,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploying fulltime Band 5 TA's and a specialist HLTA's to provide high quality and consistent interventions and sensory	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention	1,3,5

integration.		
Preparation for Adulthood – continue to offer a number of opportunities for pupils to develop independent living skills, including work experience opportunities. *Two job coaches, 2 days per week and transport fees.*	Good career guidance ensures that all young people, whatever their needs, background or ambitions, know the options open to them and can make the informed choices needed to fulfil their potential. This is particularly important for the more than one million young people in England recognised as having SEND. Far too often, these young people can be held back by negative stereotypes and assumptions about their limitations. https://www.gatsbybenchmarks.org.uk/send/	3

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

Budgeted cost: **£ 21,045**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the Thrive approach schoolwide, creating a strong sense of belonging and positive relationships across the school community. This will be timetabled within the curriculum and individual interventions provided by a personal development team including three practitioners and a qualified ELSA along with well-resourced provision opportunities.	Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn. A 2018 review of published policies and information - Mental health and wellbeing provision in schools - was commissioned in response to the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2 & 5
Provide specific high quality therapeutic interventions on a weekly basis to those pupils identified as not making sufficient progress against EHCP targets that includes recruitment of Band 5 and HLTA and resourcing of	Leaders have identified that some pupils require further therapeutic provision or assessment, to enable them to inclusively access their curriculum offer and in making progress against their EHCP targets.	1 & 5

provision equipment.		

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

Budgeted cost: **£ 40,995**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker **Support for pupils in-cludes:** Promoting good attend-ance and punctuality Promoting self-esteem and confi-dence Promoting positive be-haviour and positive atti-tudes to learning Providing personal, so-cial and emo-tional support to pupils **Support for families in-cludes:** Advice and support in promoting positive	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,4,6

behaviour at home Attendance and support at school and other agency meetings Liaising with a range of external services Providing information to services available in the local area		
Marvellous Me app and related fees and support	'Parental engagement has a positive impact on average of 4 months' additional progress' Parental engagement | EEF From school-specific analysis of parent engagement of communication strategies, a significant number of families engage and react to technological-based communication including app messages and Facebook.	4
Support pupils in receipt of the Pupil Premium to engage with cultural capital activities and to resource personalised provision and welfare items.	The ongoing impact of the cost-of-living crisis on schools - NFER The cost of living crisis and its impact on education - The Sutton Trust 13.4% of the population in Portsmouth is income deprived according to the Indices of Multiple Deprivation (IMD) 2019, and Portsmouth ranks 102 out of 316 local authorities in England where one is the most deprived area. Some areas of Charles Dickens and Paulsgrove are in the most deprived 10% of areas in England.	6

Total budgeted cost: £ £115,590

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.

Pupil Outcomes SEF Report 2023-2024

Increased focus on improving the teaching of reading and phonics with the newly introduced EHCP curriculum map will support teachers in ensuring that all pupils are giving planned opportunities for success in their EHCP short term outcomes.

Pupil Premium are achieving in line with non-pupil premium pupils in all areas of the EHCP targets.

Thrive Outcomes 2023-2024

Thrive has proved highly effective in helping staff and pupils to use the findings from neuroscience to better understand how to manage SEMH pupils.
Impact of Thrive Approach:

- develops resilience
- feel empowered and confident to work with life rather than needing to have power over others or events.
- care about others as well as themselves.
- be empathetic and compassionate rather than fearful and grasping
- to have dreams and ambition.
- aspirational
- appreciate diversity and embrace change.
- to love life and thrive.

Year	Class	Spring 24	Summer 24	Progress
7	Gunwharf	Doing 51%	Doing 58%	+7%
7	Fratton Park	Skills and Structure 35%	Skills and Structure 38%	+3%
7	Nelson	Skills and Structure 49%	Skills and Structure 55%	+6%
7	Warrior	Skill and Structure 58%	Skill and Structure 61%	+3%
8	Spinnaker	Entering Interdependence 21%	Entering Interdependence 24%	+3%
8	Mountbatten	Entering Interdependence 40%	Entering Interdependence 42%	+2%
8	Clarence	Entering Interdependence 46%	Entering Interdependence 49%	+3%
9	Seaside	Exploring Interdependence 39%	Exploring Interdependence 45%	+6%
9	Eastney	Exploring Interdependence 46%	Exploring Interdependence 49%	+3%
9	D-Day	Exploring Interdependence 30%	Exploring Interdependence 61%	+31%
10	Southsea	Exploring Interdependence 59%	Exploring Interdependence 61%	+2%
10	Cascades	Exploring Interdependence 50%	Exploring Interdependence 57%	+7%
11	Dockyard	Exploring Interdependence 74%	Exploring Interdependence 79%	+5%
11	Castle	Exploring Interdependence 51%	Exploring Interdependence 57%	6%

Attendance 2023-2024

National Special Schools	Attendance	**87%**
	Authorised Absence	9.7%
	Unauthorised Absence	3.3%
Portsmouth Special Schools	Attendance	**79.6%**
	Authorised Absence	12.2%
	Unauthorised Absence	8.2%
Redwood Park academy	Attendance	**88.1%**
	Authorised Absence	8.5%
	Unauthorised Absence	3.4%

Externally provided programmes

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

Programme	Provider
Thrive Adolescent and Childhood practitioner licenses	Thrive https://www.thriveapproach.com/
Marvellous Me	https://marvellousme.com/
Holiday and Food (HAF) provider	PCC HAF funded https://portsmouthlocaloffer.org/information/haf-fun-pompey-holiday-aCtivities-and-food-programme/