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	168
Proportion (%) of pupil premium eligible pupils	62% (104 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 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Louise Quaid
Pupil premium lead	Liz Bartle

Funding overview

Detail	**Amount 2024/2025**
Pupil premium funding allocation this academic year	£110,820
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*	£110,820

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim is to use pupil premium funding to ensure that 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.

At the heart of our approach is high-quality teaching and learning that is personalised to support all pupils in making 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 pupils' progress towards their EHCP annual targets. This assessment of need, combined with 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 our intention that outcomes for non-disadvantaged learners will improve alongside progress for their disadvantaged peers.

Our strategy is driven by the needs and strengths of each young person and strongly supports providing our pupils with opportunities to develop 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 with resilience and tenacity. The opportunities provided through the pupil premium strategy will support pupils to develop independence and life skills, giving them the 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 experience greater difficulty with emotional co-regulation and self-regulation. In addition, students with complex needs and communication difficulties may struggle with emotional regulation due to sensory dysregulation within the learning environment (Thrive).
2	Attendance – Absence from school has a significant negative impact on pupil outcomes, particularly for those in receipt of Pupil Premium (FSW).
3	Pupils with an EHCP are 8–12% less likely to enter employment. They require support to develop high aspirations and access work-based learning experiences, as well as opportunities to build independence and work-related skills (WRL).
4	Our assessments, observations, and discussions indicate that most of our pupils have a fear of failure, low aspirations, and experience low confidence and self-esteem as learners (Parent Engagement).
5	Our assessments and observations have shown that disadvantaged pupils often have reduced opportunities to access specialist provisions and services that support progress towards their EHCP outcomes and needs (OT + Provision).
6	Through our observations and conversations with pupils and their families, we have found that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school and to access enriching career encounters, largely 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 pupils' ability to independently build resilience, self-regulate their behaviours across a variety of environments, and enhance mental well-being through Thrive-based provision (Thrive).	**Staff Development** Staff are better equipped to recognise and meet the social, emotional, and developmental needs of pupils, evidenced through high-quality EHCP targets, some including specific links to Thrive criteria. Staff are also better equipped to interpret pupil behaviour, demonstrated through high-quality behaviour support plans and effective approaches to de-escalate distressed behaviour. Further training opportunities for staff, including trained Thrive practitioners. **Pupil Progress** Pupils meeting or exceeding EHCP short- and medium-term targets across all four areas. Improved outcomes for pupils in terms of social and emotional development, evidenced through regular Thrive assessments and embedded targets across the curriculum. Evidence for Learning shows pupils independently self-regulating in a variety of environments. **Behaviour and Well-being** Reduction in incidents of pupil dysregulation. Reduction in the level of input pupils require within school provision.
To further enhance the extra-curricular offer by providing opportunities for families and improving family engagement with support services, both within school and across the city (FSW and Provision).	**Improved Community Engagement** Increased participation in school-organised activities by families. **Feedback and Evaluation** Positive feedback gathered through family surveys. **Access to Support Services** A measurable increase in the number of families accessing family support services both within school and across the city.
To further improve whole-school attendance and reduce the number of pupils who are persistently absent (FSW and Attendance).	**Improved Attendance** Overall attendance to school shows measurable improvement. **Reduced Persistent Absence** Significant reduction in the number of pupils who are persistently absent.
To develop the work-related learning curriculum, providing ambitious and engaging work experience opportunities and improving pupils' skills in preparation for adulthood (Work-Related Learning Opportunities).	**EHCP Progress** Pupils meeting or exceeding EHCP short- and medium-term targets across all four areas. **Work Experience Opportunities**

	Improved and expanded work experience opportunities for KS4 pupils, including: **Onsite curriculum integration.** Extension of the work experience programme. **Job Coach Support** Training and cover provided for job coaches to effectively support pupils during work experience placements. **Access to Work-Related Learning** Pupils able to access work-related learning opportunities through transport support, enabling attendance at external venues and providers.
To further strengthen communication with parents and families, supporting improvements in pupils' self-confidence and self-esteem through initiatives such as Parent Engagement and Evidence4Learning	**Parent Engagement with Learning Platforms** Increased parent engagement with Evidence4Learning. **Evidence4Learning Interaction** Growth in the number of parents and families reacting to Evidence4Learning contacts. **Pupil Voice** Feedback collected through pupil meetings and surveys to measure impact on confidence and self-esteem.
To improve access to specialist provision for pupils, enhancing EHCP outcomes through occupational therapy (OT) and targeted school-based interventions (OT and Specialist Provision).	**Staff Training and Capacity** Staff are better trained to deliver onsite specialist provision, including: • Sensory integration strategies • Speech and language support • Other targeted interventions **Improved EHCP Outcomes** School can meet extended needs more effectively and provide additional provision opportunities, resulting in improved EHCP outcomes. **Access to Specialist Services** All pupils requiring further specialist provision, including Occupational Therapy (OT) and Educational Psychology (EP), have access to these services.
To offer pupils opportunities to access extended cultural capital experiences, including residentials and off-site trips.	Pupils are provided with financial support to attend residentials and off-site trips, as well as assistance with welfare items, including school uniform where necessary.

Activity Academic Year (2025-2026)

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: **£ 48,780**

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 integration.	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
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 provision equipment.	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

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 includes:** Promoting good attendance and punctuality Promoting self-esteem and confidence	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

Promoting positive behaviour and positive attitudes to learning Providing personal, social and emotional support to pupils **Support for families includes:** Advice and support in promoting positive 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		
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: £ £110,820

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.

Progress Towards EHCP Short Term Targets
Highlights from the data analysis including pupil progress meetings:

Emotional Regulation and Behaviour
Significant progress has been made in pupils' emotional regulation:
Strategies introduced in Terms 1 and 2 led to a noticeable reduction in physical intervention by Term 3.
Pupils now demonstrate increased independence in managing conflict and more consistent emotional self-regulation.
A safe, trusting classroom environment has allowed pupils to develop peer relationships and confidently express themselves.
Pupils celebrate each other's successes, contributing to a positive and emotionally secure atmosphere.

Communication and Social Interaction
Pupils have made excellent progress in verbal communication.
Pupils are more actively engaging in social environments and working collaboratively with peers.
Pupils are developing the ability to share positive peer feedback and recognise each other's achievements, fostering a supportive group culture.

Communication with Families
Families report high satisfaction with the consistency of daily communication from staff.
Positive feedback during annual reviews, parents' evenings, and leavers' assemblies reflected strong home-school partnerships and trust in the team.

Work-Related Learning and Preparation for Adulthood
Pupils took part in a personalised work-related learning model via the in-school 'Starbucks' café, starting in a controlled environment and progressing to customer interaction. All pupils involved experienced a sense of success and ownership in the process.
Three pupils earned the WJEC Personal Progress Diploma, demonstrating successful application of functional life skills.

Literacy: Reading and Phonics
Daily phonics instruction has driven measurable progress:
All pupils have shown growth in reading through structured routines

EHCP Target Integration Across Curriculum
EHCP targets have been consistently embedded in core learning, especially English and Maths.

Social and Emotional Development – Thrive Approach
Weekly Thrive sessions and integration into PSHE and projects have supported strong social-emotional progress.
Class-wide improvement in Strand: Thinking, from 15% → 48%.

Independent Living Skills and Food Curriculum
Pupils previously disengaged from food-based learning targets became active participants in summer term, demonstrating enhanced confidence and independence.

Next Steps and Recommendations

Staff CPD on complex SLD strategies and inclusive assessment.
Review and adapt assessment language
Ensure all assistive technology are developed
Explore use of phones as communication tools in line with safeguarding policies.
Strengthen transition planning by initiating contact with post-16 settings earlier in the academic year.

Attendance 2024-2025

Pupils	Attendance Present	Attendance Absent	Authorised Absence	Unauthorised Absence
Whole School	87.85%	12.15%	9.43%	2.72%
Excluding AP pupils	87.83%	12.17%	9.45%	2.72%
KS3	91.6%	8.4%	6.87%	1.53%
KS4	86.58%	13.42%	10.62%	2.8%

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/
Challenge Partners	Home | Challenge Partners
Holiday and Food (HAF) provider	PCC HAF funded https://portsmouthlocaloffer.org/information/haf-fun-pompey-holiday-aCtivities-and-food-programme/