

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Newman School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	53.55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Michaela Glarvey
Pupil premium lead	Michaela Glarvey
Governor / Trustee lead	Roz Danks

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,587
Recovery premium funding allocation this academic year	£45,187
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£148,774

# 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 the primary challenge our pupils face compared with their peers, we do see need to improve outcomes for disadvantaged pupils across the school particularly in terms of:

- Academic attainment
- Communication
- Employability
- Preparation for Adulthood

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 with preparation for adulthood at its core.

Although our strategy is focused on the needs of disadvantaged pupils, all students have complex needs and/or disability and 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.

## Challenges

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

Challenge number	Detail of challenge
1	Our observations and assessments, show disadvantaged students have academic challenges, due to complex needs of all students this is similar to peers who are not disadvantaged.
2	Data collected about <b>reading</b> at home, show parents of disadvantaged pupils have more challenges (16% of PP vs 6% of non PP) with their own literacy which may impact how they support their own child when reading.
3	Our observation and assessment, through EHCP's, show disadvantaged students experience <b>communication</b> challenges. Due to complex needs of all students this is similar to peers who are not disadvantaged. (48% of students receiving SALT from school or NHS are disadvantaged) Difficulties around communicating and expressing their needs including non-verbal, limited language and social interaction difficulties. (This figure is increasing year on year).
4	From assessment of sample data that compared EHCP targets we can see that there were slightly more disadvantaged students in the lower achieving group. This may show that the <b>education, wellbeing, behaviour</b> and <b>wider aspects</b> of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop <b>cultural capital</b> outside of school.
6	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop life skills to <b>prepare for adulthood</b>

## 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
Improved attainment for disadvantaged pupils in English, particularly reading, and maths relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.

Improved communication with parents and carers in academic achievement that extends to involve parents who are less able to support their children with learning.	Parents of disadvantaged students have access to online learning and signposted to further learning, demonstrated by end of year uptake. Community learning activities, stay and play sessions for parents/carers to support learning in school.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Celebration assemblies, creative opportunities such as NARFest, Christmas Panto performance, participation. Information sharing as Rotherham's Children's Capital Of Culture 2025
Disadvantaged pupils feel better prepared for career progression and / or FE opportunities through mentoring, work experience and taster sessions.	All disadvantaged pupils are able to access appropriate high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers.  Increase number of college and alternative providers, follow the Provider access and six encounters from Y8-13. Policy statement to follow the new duty coming into force in January 2023.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>CPD for teachers, suggestion</p> <p><b>Inclusive pedagogy</b> ... at its core is a student centred approach to teaching that faculty create an inviting and engaging learning environment to all the students with varied backgrounds, learning styles, and physical and cognitive abilities in the classroom.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>(5k)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>The mechanisms that make up effective PD can be split into 4 groups, each of which fulfils a different role.</p> <p>Inclusive Pedagogy-</p> <p><a href="https://www.ed.ac.uk/files/imports/fileManager/ESRC%20J.Spratt%20-%20Inclusive%20Pedagogy%20-%20A%20frame-work%20for%20teacher%20development%20in%20a%20range%20of%20contexts.pdf">https://www.ed.ac.uk/files/imports/fileManager/ESRC%20J.Spratt%20-%20Inclusive%20Pedagogy%20-%20A%20frame-work%20for%20teacher%20development%20in%20a%20range%20of%20contexts.pdf</a></p> <p>2022-23</p> <p>Further work to fully embed Read write Inc, Purple Oaks links and Mindfulness.</p> <p>Increase number of staff and their knowledge to support students via Attention Autism, The Engagement Model, Forest schools activities, Rebound Therapy and Team teach training.</p> <p>2023-24</p> <p>Increased staff trained in Team Teach and accredited Team Teach trainers. Professional development opportunities for TACPAC, Embedding Formative Assessment, RWI updates, Mental Health and wellbeing support for students and staff.</p>	<p>1</p>
<p>Teaching and learning hubs on each site with different accessible forms of reading material available to all students that encourages independent reading in quiet spaces at whatever ability.</p> <p>(20k)</p>	<p><a href="https://scottishlibraries.org/media/1211/im-pact-of-school-libraries-on-learning-2013.pdf">https://scottishlibraries.org/media/1211/im-pact-of-school-libraries-on-learning-2013.pdf</a></p> <p>2022-23</p> <p>Increase number of school and library books, loaning system in place, Readers are encouraged to read daily either through RWI interventions, Literacy sessions or as part of the EHCP time.</p> <p>2023-24</p> <p>Continued growth of the school library and reading books across all school site. Reading is part of EHCP time, and free access to books to support the love of reading across school.</p>	<p>1, 2</p>

<p>Teacher CPD promoting communication to all students. (7K)</p>	<p>Impact of communication specialist in send schools</p> <p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. <i>SEND code of practice, 2015</i></p> <p>The intensity of intervention (from universal to targeted to specialist) should increase with need. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p> <p>2022-23 NHS Special School INSET training 31/10/22, Pronunciation training for all staff when supporting students with early reading and phonics, Lite Bites training weekly sessions, Makaton staff training and sign of the week, Nordoff Robbins Music Therapy which is bespoke provision for individual students.</p> <p>2023-24 Training from TACPAC and key staff trained in Primary.</p>	<p>1, 3</p>
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	Training and resources from School led communications team. Wider staff training on 'Widgit' and 'Communicate in Print'	
Teacher led participation in projects that involve outside agencies working with students in drama workshop about personal safety, theatre visits, community performance involving the arts and an enterprise project. (5k)	<p>NSPCC advice for keeping children safe  <a href="https://www.nspcc.org.uk/keeping-children-safe/away-from-home/">https://www.nspcc.org.uk/keeping-children-safe/away-from-home/</a></p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Colourscape immersive learning experience, PHSE drama productions, Picture This (Arts project), Authors in school, CLC Workshops inc with Parents/Carers, Yoga sessions and support from the SYP Hate Crime team for input on Bullying, Knife crime, racism, Visits to Crucial Crew for safety in the community workshops. Visits to Theatres and Religious buildings, Royal Opera House event and poetry readings  There are weekly Art, Music and Computer Clubs/sessions for students during lunch times.</p>	5, 6

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Recruitment of 1 x intervention specialists to deliver research based interventions at NAR and Primary site. To develop and improve English and maths providing data that shows improvement made. Training provided £27K</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons.</p> <p>2022-23 Maintain the staff positions, ongoing as permanent member of staff.</p> <p>2023-24 Maintain the staff position and increased number of students accessing the targeted interventions. Strategies shared with class based staff to improve knowledge and consistency of approaches.</p>	<p>1, 2, 6,</p>
<p>Recruitment of 1 x communication specialist to deliver specific targeted support to primary and NAR students under the direction of SALT and to become part of the communication team. Training provided £23K</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time</p>	<p>3</p>



	<p>or a summer school – or as a replacement for other lessons.</p> <p>2022-23</p> <p>Maintain the staff positions, ongoing as permanent member of staff.</p> <p>2023-24</p> <p>Maintain the staff position and increased number of students accessing the targeted interventions.</p> <p>Strategies shared with class based staff to improve knowledge and consistency of approaches.</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. (10k)</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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>2022-23</p> <p>Ongoing sessions for individual students supported by our own Tutors and by Tuition Partners (Nudge Education).</p> <p>2023-24</p> <p>Final year of NTP input as individual students are leaving school as of August 2024.</p> <p>Helped with supporting specific student’s exam revision and targeted educational support.</p>	1
<p>Costs to facilitate disadvantaged students access and be involved in projects to enhance and evolve cultural capital (10k)</p>	<p>Impact of the arts and community visits on cultural capital</p> <p>Drama</p> <p>Enterprise</p> <p>Arts participation – Picture This Event.</p> <p>Floristry and Catering/Cooking Courses,</p> <p>Virtual Panto event, Trips to Yorkshire Wildlife Park.</p> <p>Trips and visits including residential visits.</p>	5

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

Budgeted cost: £41,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for learners with enhanced sensory needs, including autism. We will also fund staff training. (£8K)</p>	<p>We have observed that sensory equipment and resources for outdoor play and interaction can be effective at providing support for our pupils with sensory needs. We have seen that an outdoor sensory circuit and indoor sensory room is a positive way to fulfil the needs of students with ASD or sensory needs when they may struggle to interact socially and need to regulate.</p> <p>2022-23 Staff training on ELKLAN and Sensory diets/Regulation Purchasing mobile sensory equipment,</p> <p>2023-24 Supervision sourced from Highly trained OT in charge for CAMHS sensory pathway. 'Lite Bites' training offered and delivered to staff across school sites, to improve and implement the process and theory of using sensory circuits. Objectives and strategies shared. Bespoke individual sensory profiles have been completed and implemented.</p> <p>Next steps is to embed a consistent approach and profiling from a level 3 trained OT, this will assist in school Staff (trained to level 2) the knowledge and ability to implement and maintain Sensory Passports.</p>	<p>4</p>
<p>Parent/carers involved in 'love of reading' project to enhance positive interactions with their child at home and promote positive relationships with school and to address any literacy need that parents</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>2</p>

<p>would require support for themselves. (£1500)</p>	<p>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:  <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p> <p>2022-23  Increase Parental engagement to strengthen the home/school link.  Loaning library and reading logs, Story Sacks to be shared to increase parental involvement.</p> <p>2023-24  Increase reading bag sessions in school.  Purchase of new, age and stage appropriate books.  Books purchased for as a Christmas present to encourage reading at home and with parents/carers.</p>	
<p>Recruit 1 x additional Family Support Worker/Safeguarding Lead Officer to support families with increasing need since the pandemic (30k)</p>	<p>Additional support for parents (with possible additional needs themselves) to navigate good outcomes for their own children and to get into good routines that promote health and wellbeing and safeguard their children.</p> <p>2022-23  New Safeguarding Lead Officer employed from May 22, now building supportive relationships with Parents/Carers.</p> <p>2023-24  Ongoing appointment to support with families in needs of support and signposting to other agencies for support. Increased number of school held Early Help Assessments to support families.</p>	<p>2, 4</p>
<p>Wellbeing activities that enable students to be mindful and learn</p>	<p>Yoga and mindfulness training to support students recovery from the pandemic</p>	<p>4</p>

<p>strategies that will support life-long.</p> <p>Staff training provided (2k)</p>	<p>2022-23 Yoga sessions to continue and Wellbeing Champions in place.</p> <p>2023-24 MIND counselling and Public Health Support for staff.</p>	
<p>Support for disadvantaged students for Preparation for adulthood activities in the community</p>	<p>Broadening horizons of disadvantaged students so they can access all aspects of the community including careers, employability and progression to college.</p> <p>2022-23 To continue and due to the increase in fuel costs and minibus. School meals to be subsidised Support to attend PfA activities such as ingredients, visits, careers events and other in the community activities.</p> <p>2023-24 Increased opportunities for access to PfA activities, visits, careers events and other community activities.</p>	<p>6</p>

**Total budgeted cost: £148,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupil's academic and wider development outcomes are not fully realised. Positive impact when the intervention special was recruited (Employed from Spring 2021 half term.) Started interventions with disadvantaged students, these have been maintained consistently delivering RWI/Phonics interventions to students across all three sites.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence. This has continued to be evidence by the increased number of students with Communication and Interaction difficulties.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required. Wellbeing snapshots indicated that students were happy to return to school.

The school has worked with wider multi-professional agencies and Health Practitioners to develop the appropriate curriculum pathways for the students' needs and barriers to learning.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

#### Academic Year 2023-2024

##### **Intended Outcome**

Improved attainment for disadvantaged pupils in English, particularly reading, and maths relative to their starting points as identified through baseline assessments.

**Target**-Improve reading-PP students to actively choose to read and engage with reading a range of texts, pictures and audio books, magazines, newspapers etc.. at home with parents and in school for the love of it. To improve reading and attainment to enable students to be in line with peers to access higher education.

**Results**

Intended Outcome Improved attainment for disadvantaged pupils in English, particularly reading relative to their starting points as identified through baseline assessments.

Results

76% of pupil premium students have made good progress from their starting points. This means that 25 pupil premium students have learned at least 5 new phonemes, with some students doubling the amount of phonemes known.

100% of pupil premium students involved in interventions have made good progress- this includes RWI Fresh Start and RWI Intervention.

2 pupil premium students receive bespoke interventions- one student is being taught Braille via the Visual Impairment Service and the other student is working on specific targets on his new AAC device.

All staff have received training and new staff are given access to the RWI online portal and trained via the pathways on there.

Analysis shows that students involved in the RWI programme make progress. Of the 24% that haven't made progress, 100% of students are working in a pre-phonics group daily, led by trained staff.

Possible further actions-

- Pre-phonics student progress will be measured against the 7 aspects of pre-phonics learning.
- More training to be delivered on using the grids on the iPads for non-verbal students.

Groups of PP students accessing different RWI resources and interventions	Student numbers	% green achieved reading target from baselined assessment	%Amber partially achieved reading target from baselined assessment	% red not yet achieved reading target from baselined assessment
Free reader	43	100%		
RWI	25	76%	24%	0%
RWI Intervention	4	100%		
RWI fresh start	6	100%		

Other Bespoke Interventions	2	n/a		
Refused Intervention	2	n/a		
Total	82			

The bottom 20% of RWI students will have extra input throughout the day to develop their phonological awareness.

### **Intended Outcome**

Teaching and learning hubs on each site with different accessible forms of reading material available to all students that encourages independent reading in quiet spaces at whatever ability.

### **Results**

Opportunities are provided throughout the day for pupils to access high-quality texts.

Every child reads or listens to texts which represent their lives and texts that expose them to different experiences (Windows and Mirrors).

Every pupil listens to a story at the end of the day from a carefully chosen range of authors from Pie Corbett's Reading Spine. Over 7 or 8 years, pupils are read to and experience around 82 core books. These 'essential reads' are a store of classics, creating a living library inside a child's mind. This is the 'Reading Spine'.

Every pupil is taught literacy skills from a long term plan which are carefully planned and sequenced for each pathway.

At Whiston there is a lending library based in the 'Reading Hub'.

At NAR there is a fully stocked library in a dedicated room which is used during EHCP times. There are timetabled sessions for students to read to a member of staff 1:1.

At Dinnington all students have a reading book to read during EHCP time- students working on RWI have a fully decodable book from the RWI scheme and an additional reading for pleasure book.

Free Readers have access to a wide range of texts both within school and via library visits to Dinnington Resource Centre.

We have received training from the Foyle Foundation which has impacted our 'Reading for Pleasure' offer.

### **Possible further actions-**

- Pupil Voice to gain insight into favourite authors and genres.

- Promote Reading Buddies at NAR and Dinnington to promote more student-led independent reading.

### **Intended Outcome**

Parent/carers involved in 'love of reading' project to enhance positive interactions with their child at home and promote positive relationships with school and to address any literacy need that parents would require support for themselves. (£1500)

### **Results**

A parental workshop was held at Whiston introducing parents to RWI Phonics. The library service was also present and offered membership to the library and explained what students could access there. Every parent who attended was given resources including reading books to read with their child at home. Of the parents who attended, 80% were parents of pupil premium students.

A Readathon was held over two weeks from 24.6.24 where parents/carers were encouraged to read with their child in order to receive sponsorship money. Letters were sent to every parent with suggestions and tips with how to successfully engage with reading at home. The Readathon raised £68 for children's hospital libraries charity.

### **Possible further actions-**

- A series of 4 workshops to be offered to families to promote a love of reading during the next 4 half terms.
- Literacy workshops for parents to be offered in February and June, targeting basic reading and writing skills.

63% of school leavers from the Resource, went on to secure college courses in mainstream provisions through narrowing the attainment gap and supporting PfA opportunities, careers guidance and developing wellbeing strategies to manage in community situations. (71% of the 63% were PP).

### **Intended Outcome**

Improved communication with parents and carers in academic achievement that extends to involve parents who are less able to support their children with learning.

**Results** showed of the 163 parent/carers contacted

1. 16 x PP parents (10% of whole school or 21% of PP students) responded are interested in students taking reading material home.
2. 2 x PP parents acknowledged to having poor literacy skills themselves
3. 15 x non PP parents (9% of whole school) responded positively
4. 1 x non PP parent (with EAL) acknowledged poor literacy skills

**Possible further actions-** Some students have taken books home, further work needed to enable more access to resources at home. Possible training for parents



around listening to your child read. Some virtual group parent/carer meetings were introduced post covid. These could continue as a means of reaching out to more parents. Further work and support to be offered to improve parent/carer engagement.

### **Intended Outcome**

Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.

### **Academic year 2023-2024**

**(NAR not included)**

#### **1. Total number of young people under a Speech and Language Therapy Service (NHS and/or School)**

##### **By service:**

Under NHS service – 43

Under school service - 13

##### **By site:**

Primary – 43

Secondary – 13

**Overall: 56**

#### **2. Percentage of young people under SaLT**

**Primary 43/67 – 64%**

**Secondary 13/76 – 17%**

**Total – 56/ 144 - 39%**

#### **3. Impact: Total number of young people in school receiving Communication Support (e.g. Speech and Language Therapy, AAC interventions)**

##### **Speech and Language Therapist**

- 13 young people receiving 1 session per week
- PLUS 10 young people accessing 1x attention autism group session per week

##### **Speech and Language Therapy Assistant (primary only)**

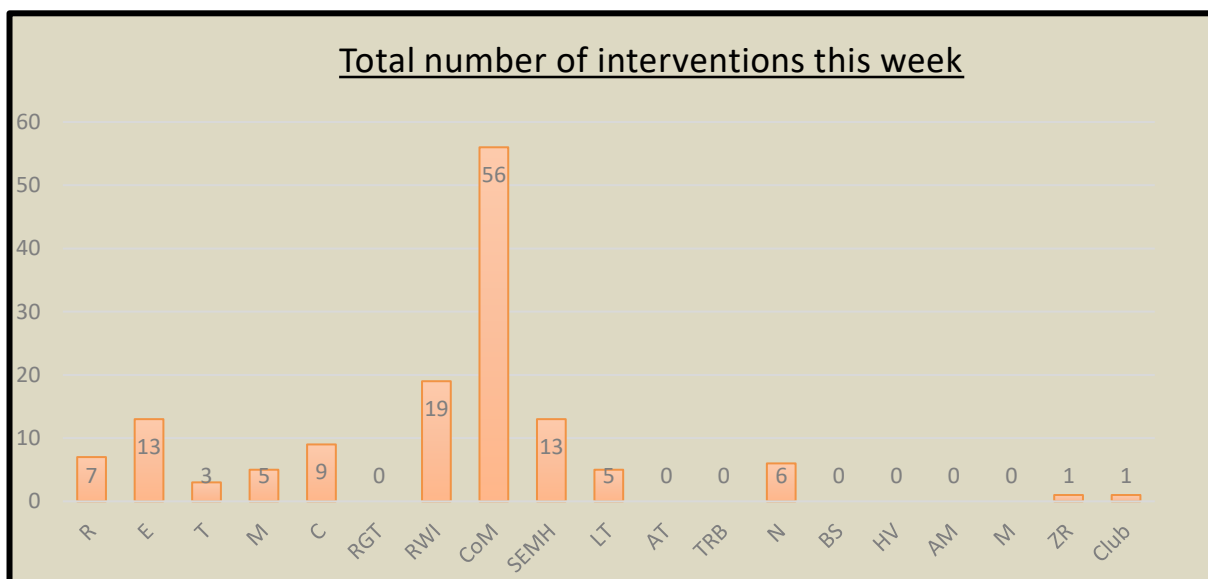
- All NHS students at primary site – 35
- Frequency and type of support differs depending on individual targets/ programmes

##### **HLTA for AAC**

- 6 young people receive 2x sessions per week
- 5 young people receive 1x session per week

**4. Impact : Total number of Communication Interventions per week**  
(Graph from Staff Drive - TAG -Intervention Timetable 23-24)

Communication Interventions – 56 per week across 3 members of staff.



**5. Wider impact of employment of a communication team**

- High number of students accessing quality communication support, delivered by specialist staff.
- Communication training for staff, e.g. 3 x light bites training sessions, 2x inset training sessions delivered by SaLT (September 2023, July 2024). Training provides school staff with opportunities to develop knowledge and skills in SLCN to best support our young people.
- Access to accessible, child-friendly policies, e.g. anti-bullying policy.
- Access to symbol resources and visual supports, both universal and adapted to suit the individual.
- Access to high quality communication resources and AAC that is developed, maintained and updated by the team.
- Access to adapted resources, e.g. restorative behaviour packs (post-incident folder, visually supported conversations) to facilitate and support conversations following incidents, and reduce barriers to these conversations.
- Access to adapted resources, e.g. pupil voice to reduce barriers to collection of pupil voice and facilitate collection of pupil voice for all students.

**Results-** All students have access to a range of communication aids and resources. In Primary a lead TA in communication, the appointment is maintained. Comprehensive reflective practice and resources have been developed, which are fully adaptable for individual student's needs.

**Intended Outcome**

Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.

**Target-**Improve vocab and cultural capital of PP students linked to personal safety, anti-bullying, child on child abuse and sexual violence/harassment

**Results-** following a virtual drama performance by Loudmouth Productions questionnaire pre and post-performance. Targeted One to one interventions to improve local and national aspects and trends.

**Possible further actions-**Though other trips and visits were accessed throughout the year, it would be positive if all students could access a live drama that specialises in delivering to SEND students and has a strong PSHE personal safety message.

### **Intended Outcome**

Disadvantaged pupils feel better prepared for career progression and / or FE opportunities through mentoring, work experience and taster sessions.

**Target-**To develop personal resilience when faced with change, accessing a supportive robust intervention where necessary.

**Results-** In August 2024, 76% of students leaving Newman went on to Higher Education or Specialist Colleges. All students have interventions available depending on need. 2023-24 cohort have continued to access hydrotherapy, Horse riding, rebound therapy, swimming lessons, music therapy, ReNew, Friendship intervention, social skills group intervention, Zones of Regulation, Yoga therapy and the Mind counsellor.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Education City	<a href="https://www.educationcity.com/">https://www.educationcity.com/</a>
Word Shark	<a href="https://www.wordshark.co.uk/">https://www.wordshark.co.uk/</a>
Conquer maths	<a href="https://conquermaths.com/">https://conquermaths.com/</a>
Nudge Education	<a href="https://nudgeeducation.co.uk/">https://nudgeeducation.co.uk/</a>
Oak Academy	<a href="https://www.thenational.academy/">https://www.thenational.academy/</a>
Read, Write Inc	<a href="https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/">https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/</a>
White Rose Maths	<a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a>

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

**Additional activity**

**Planning, implementation and evaluation**