

Pupil Premium Strategy Statement - Mayesbrook Park School

School overview

Detail	Data
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	32.25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Cathy Stygal
Pupil premium lead	Katy-Anne Waite
Governor / Trustee lead	Janet Cassford

Funding overview

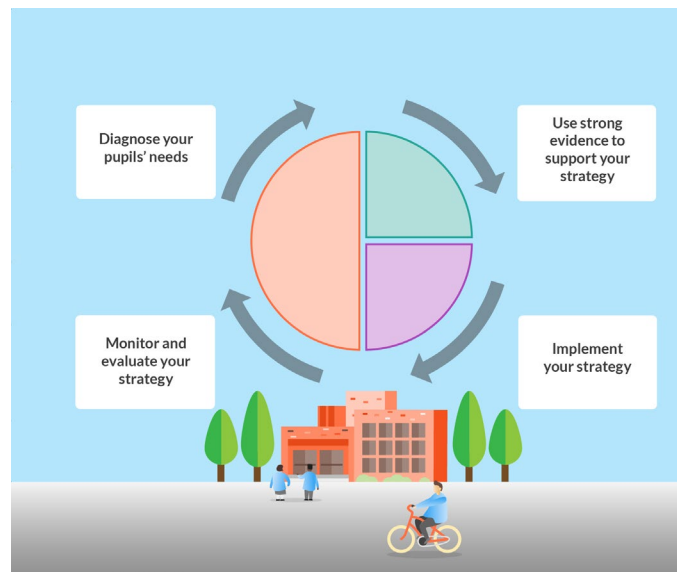
Detail	Amount
Pupil premium funding allocation this academic year(includes Pupil premium plus and pupil premium service child)	£50,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50,125

Part A: Pupil premium strategy plan

Statement of intent

We have focused on a small number of priorities in areas that are likely to make the biggest difference, with a focus on effective implementation. Our evidence for these strategies is based on research by the Education Endowment Foundation: The EEF Guide to the Pupil Premium | EEF.

We use a four-step approach:



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

At Mayesbrook Park School, our core aim is to use Pupil Premium funding to remove barriers and create equitable opportunities so that our most disadvantaged pupils are fully included in learning and able to achieve meaningful academic, personal and post-16 outcomes. As an alternative provision setting, we recognise that many of our pupils have experienced disrupted education, unmet additional needs, and wider social disadvantage. We therefore intentionally design our provision so that it is inclusive by default—ensuring that pupils who face the greatest challenges are placed at the centre of our planning, practice and resource allocation.

The key challenges we seek to address with Pupil Premium funding are:

- 1. Attendance and punctuality**, so that pupils are present, ready to learn and able to form positive routines;
- 2. Mental health and wellbeing**, recognising that emotional regulation, safety and belonging are essential foundations for learning;
- 3. Unidentified or unmet Special Educational Needs and Disabilities (SEND)**, particularly

in relation to speech, language, communication and literacy, which can significantly affect engagement and attainment if not addressed early.

At the heart of our approach is a commitment to high-quality teaching, strong relationships and inclusive classroom practice. We invest in ongoing professional development so that all staff—teaching and support—are equipped to understand and respond to the diverse needs of our pupils, including those with complex SEMH profiles and communication needs. This includes building confidence in adaptive teaching, trauma-informed practice and communication-friendly pedagogy.

Due to the nature of our setting, we recognise that a high proportion of our cohort face disadvantage in some form. As a result, a significant portion of Pupil Premium funding is directed towards whole-school strategies that benefit the entire pupil body, such as improving attendance systems, embedding literacy support across the curriculum and providing access to wellbeing interventions. By doing so, we aim to ensure that all pupils, regardless of their starting point or length of placement with us, are able to access learning, close gaps in attainment and develop the self-belief and resilience needed for lifelong learning.

We work in partnership with specialist agencies and services, including School Home Support (SHS), Words First Speech and Language Therapy, Paramount Safeguarding and the NELFT Mental Health Support Team, to provide targeted intervention for pupils and families where need is greatest. Early identification of learning and communication needs is a priority, supported by robust baseline assessment and a personalised approach to intervention and support planning.

Ultimately, our intention is that every pupil who passes through our provision leaves having experienced success, feeling known, respected and capable, and equipped with the knowledge, skills and confidence to make positive next steps in education, training or employment.

Challenges

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

Challenge number	Detail of challenge
1	Attendance & Punctuality (Arriving at school ready to learn) Attendance in alternative provision settings is statistically lower than in mainstream schools, and this remains a significant barrier to achievement and inclusion. A substantial number of pupils arrive not ready to learn due to wider contextual factors including safeguarding concerns, family instability, health issues and socio-economic pressures. The current cost-of-living crisis has further increased anxiety, housing insecurity and financial stress for many of our families, which directly impacts pupils' ability to attend consistently and punctually. We work closely with School Home Support (SHS) and other agencies to provide early help and reduce barriers through practical support, advocacy and relational engagement. However, some families remain harder to

	reach and require sustained, personalised intervention to build trust and break entrenched patterns of non-attendance. Improving attendance is therefore not just about compliance but about enabling belonging, readiness to learn and long-term engagement in education.
2	Mental Health and Wellbeing (Belonging, regulation and readiness to learn) Supporting emotional wellbeing is essential to securing positive academic and personal outcomes. Many of our pupils have experienced trauma, exclusion or disrupted relationships with education, leading to challenges with regulation, self-esteem and resilience. These emotional and mental health needs can significantly limit pupils' capacity to access learning unless explicitly addressed through a trauma-informed, relational approach. We recognise that SEMH needs often overlap with or mask underlying SEND, particularly in alternative provision settings. Ensuring a consistent, whole-school approach to wellbeing—combined with targeted therapeutic support and spaces for co-regulation—is vital to helping pupils feel safe, valued and ready to learn. This challenge is not only about crisis intervention but about fostering a sense of belonging and hope that underpins engagement.
3	Special Educational Needs & Disabilities (Early identification and accessibility of learning) A high proportion of our pupils present with unmet or late-identified SEND, particularly in relation to communication, language and literacy. Currently, 57% of single-registered pupils are on the SEND register; this is a significant increase on previous years. A significant number of others display characteristics of need without formal recognition. For Pupil Premium pupils who are also on the SEND register, it is essential that support is genuinely personalised and not generic. Addressing this challenge requires early, robust identification, high-quality adaptive teaching and the consistent use of speech, language and communication strategies across the curriculum. Close collaboration between staff, external specialists and families ensures joined-up planning and consistent approaches. Our intention is not only to remove academic barriers but to ensure that pupils feel understood, can access learning with dignity and develop the skills and confidence to succeed beyond our setting.

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
Attendance and engagement continue to improve for all pupils, with a specific focus on those who are persistently absent or hardest to reach.	Overall attendance shows sustained improvement across the academic year, with identified pupils demonstrating increased consistency in attendance and punctuality. Persistent Absence rates reduce term-on-term, particularly within the Pupil Premium cohort. In 2024-2025, PP attendance was 57.42%. This was an increase on the previous year. Our aim is to see a measurable upward trend with clear evidence of re-engagement for targeted pupils.

Pupils develop improved emotional regulation, self-awareness and resilience, enabling them to access learning more consistently and participate positively in school life.	Impact data from wellbeing interventions (including pupil voice, Boxall profiles and mentoring reflections) show increased emotional literacy, confidence and coping strategies. Behaviour logs and safeguarding records reflect a reduction in crisis incidents and reactive interventions, with more pupils able to request help appropriately and self-regulate. Impact reports are available.
SEND needs are identified early and appropriate, targeted interventions enable improved access to learning and progress over time.	All pupils with emerging or confirmed SEND profiles receive timely assessment and have personalised, inclusive support in place. Evidence from progress reviews, intervention exit data and classroom observations shows that pupils receiving SEND and Pupil Premium support are increasingly able to engage with learning independently and make positive progress from their starting points. Provision mapping for 2024-2025 demonstrates measurable outcomes for targeted interventions.

Activity in this academic year

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

High-Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding technology and digital learning platforms (e.g., Google Classroom) to support inclusive, high-quality teaching and independent learning	As a Google School, we invest in ongoing CPD and digital pedagogy training to ensure staff can design accessible, scaffolded learning tasks that pupils can revisit in their own time. This approach supports blended learning, personalised feedback and increased independence—particularly beneficial for pupils with disrupted attendance or anxiety around classroom participation. Digital tools also enable differentiated resources and assistive technology features (e.g. read-aloud, translation, visual supports), aligning with our inclusive-by-design ethos.	3
Professional development and	Training from Words First SALT and follow-up coaching enables staff to	2, 3



coaching for staff to deliver high-quality SLCN and literacy-informed teaching across the curriculum	integrate speech, language and communication strategies into everyday teaching. This ensures that interventions are not isolated but embedded within classroom practice, improving access for pupils with communication needs and reducing behaviour linked to misunderstanding or cognitive overload. Evidence from EEF and internal impact reports demonstrates that high-quality, communication-friendly teaching has measurable effects on confidence, engagement and progress.	
Specialist SEND leadership and capacity building through external expertise (BDSIP) and strategic CPD cascades	Ongoing professional dialogue and CPD input from BDSIP strengthens the strategic capacity of the SENDCo to lead inclusive practice across the whole school. This expertise is cascaded through staff training, clinics and planning support, ensuring that adaptive teaching becomes a consistent feature across classrooms rather than dependent on individual staff. This whole-school SEND focus improves access to learning and reduces reliance on reactive interventions, supporting both wellbeing and progress.	2, 3

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and/or small group literacy intervention, aligned with EEF guidance on improving literacy in secondary settings	Targeted literacy and communication sessions allow pupils to access high-frequency, high-impact instruction tailored to their individual gaps. This includes explicit vocabulary work, structured reading fluency and comprehension strategies. Evidence from the EEF indicates that small-group tuition can lead to +4 months accelerated progress when delivered by trained staff and tightly linked to curriculum content. Progress can be tracked through standardised reading scores, access to classroom tasks and increased confidence in oral responses.	2, 3



Structured small-group reading intervention to close gaps and reduce avoidance linked to literacy difficulty	Pupils with significantly low reading ages often present with avoidance behaviours and disengagement from learning. Delivering structured reading intervention outside the classroom builds confidence and reduces anxiety around literacy-based tasks. As confidence increases, pupils demonstrate higher engagement and reduced refusal/avoidance in lessons. EEF evidence highlights that reading comprehension strategies and repeated fluency practice can significantly improve outcomes for disadvantaged learners.	1, 2, 3
Targeted SEND interventions and personalised curriculum adaptations to meet the specific needs of disadvantaged pupils with additional needs	We have developed a Soft Skills and Intervention Pathway to ensure that pupils and families are aware of the specialist support available, including SALT intervention, emotional regulation coaching and bespoke SEND pathways. These interventions are delivered by trained staff who receive ongoing CPD and coaching. Provision maps and intervention impact reports demonstrate measurable improvements in access to learning, self-regulation and engagement over time. Personalised intervention contributes to early identification and reduces reliance on reactive behaviour responses.	2, 3

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

Budgeted cost: £ 30,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Home Support (SHS) to improve attendance and reduce persistent absence through family engagement and early intervention	Attendance monitoring shows steady improvement where SHS involvement has facilitated practical and relational support for families facing significant barriers such as housing instability, health issues or safeguarding concerns. SHS provides early help, home visits and advocacy which builds trust and re-engagement. Data from 2022–2025 shows positive impact on targeted pupils, particularly those with entrenched non-attendance.	1, 2
Paramount Safeguarding group	Identified pupils demonstrate increased understanding of emotional triggers and	2



programmes (e.g. <i>Hot Heads</i> , <i>Wobbles</i>) to build emotional regulation, resilience and self-awareness	develop co-regulation strategies through structured group work. Internal impact reports highlight improved self-regulation, reduction in dysregulation incidents and increased pupil confidence in naming and managing emotions. These programmes are aligned with our trauma-informed approach and contribute to a sense of safety and belonging.	
In-house Counselling Service providing 1:1 therapeutic intervention, including Thrive and CBT-informed approaches	Pupils engaging in counselling show increased emotional literacy, improved attendance at lessons following sessions and reduced reliance on crisis safeguarding support. Impact reports from previous years show consistent positive outcomes across all campuses, including improved engagement, reduced anxiety around school, and increased readiness to learn. Therapeutic support also contributes to stronger multi-agency collaboration and earlier identification of emerging needs.	2, 3

Total budgeted cost: £ 39,950

Outcomes for disadvantaged pupils

Analysis of outcomes from the previous academic year indicates that disadvantaged pupils—many of whom also present with complex SEND or SEMH needs—have continued to benefit from a whole-school approach rooted in inclusion, relational practice and early intervention. While some pupils continue to experience the long-term effects of disrupted education and fractured engagement with learning, our layered strategy has begun to show positive signs of re-engagement, improved emotional regulation and enhanced access to the curriculum.

Supporting wellbeing remains a key priority. Targeted programmes such as Hot Heads and Wobbles, alongside the therapeutic input from our full-time on-site counsellor, have contributed significantly to pupils' development of emotional literacy, self-regulation strategies and resilience. As a result of demonstrable positive impact, these interventions are now being embedded across all campuses to ensure consistent access. Our collaboration with the NELFT Mental Health Support Team has further strengthened our capacity to identify need early and provide timely mental health support for pupils who do not meet statutory thresholds for specialist services, ensuring that no pupil is left without appropriate help.

Our partnership with Words First has had a measurable impact on the identification and support of pupils with speech, language and communication needs. Staff training has increased confidence in delivering communication-friendly teaching and targeted interventions. Pupils receiving support have shown improvement not only in literacy outcomes but also in

confidence, classroom engagement and social interaction, indicating that addressing communication needs has a wider protective impact on wellbeing and behaviour.

The work of School Home Support (SHS) continues to play a critical role in improving attendance and strengthening connections with families who face significant barriers. SHS has provided practical, relational and advocacy-based support that has enabled more consistent attendance from some of our hardest to reach pupils. Evidence shows clear qualitative and quantitative improvements in attendance patterns for those who have engaged with SHS support.

Given the context of our provision, it remains true that a high proportion of our pupils experience disadvantage beyond financial hardship alone. For this reason, we will continue to prioritise whole-school strategies that benefit all pupils—particularly those most at risk of exclusion or disengagement—while maintaining targeted intervention pathways for those with the highest levels of need. Our ongoing aim is that every pupil feels understood, valued and empowered to make positive choices for themselves, both during their placement with us and as they transition into their next steps in education, training or employment.

Externally provided programmes

Programme	Provider
SLCN screening, assessment and interventions for identified students and staff training	Words First
'Hot Heads' and 'Wobbles' programmes for identified students to support mental health and wellbeing	Paramount Safeguarding

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the past academic year, we have seen evidence that our multi-layered approach—combining high-quality teaching, targeted intervention and wider relational support—has had a positive impact on disadvantaged pupils across attendance, wellbeing and access to learning. While progress remains varied due to the complex needs of our cohort, there are clear indicators that key strategies are working effectively for those who engage with them. Attendance has shown signs of improvement for targeted pupils following sustained intervention from School Home Support, and engagement data suggests that pupils who were previously persistently absent are beginning to re-establish routines and reconnect with learning. Emotional wellbeing interventions, including counselling, MHST input and structured programmes such as *Hot Heads* and *Wobbles*, have contributed to a noticeable reduction in acute dysregulation incidents and an increase in pupils using taught strategies to manage their emotions before crisis point. This has supported a calmer learning environment and allowed more pupils to access teaching without the need for frequent withdrawal.

Academic access has also improved, particularly for those with communication and literacy needs. Through our partnership with Words First and the embedded practice of staff trained in SLCN strategies, a growing number of pupils are now better able to understand, process and contribute to classroom learning. Improvements have been observed not only in reading age assessments and language targets but also in confidence, participation and relationships with staff and peers. Staff feedback indicates that pupils receiving targeted literacy and communication support are more willing to engage, ask for help and remain in learning spaces, reducing avoidant behaviours linked to unmet need.

The outcomes from last year confirm that prioritising inclusive practice, early identification and deep relational work creates the conditions in which disadvantaged pupils can begin to thrive. These findings validate our commitment to continuing and refining this approach in the coming year, with a focus on maintaining momentum, sharpening accountability and ensuring that every intervention is purposeful, measured and centred on pupil dignity and long-term success.