



## Statement 2025 - 2028

# Isebrook School Pupil Premium Strategy

### Creating Tomorrow Trust Statement

Creating Tomorrow Trust believes that as the schools know their students the best, it is for the schools themselves to decide how best to use the Pupil Premium Grant. Therefore, all monies will be allocated directly to the schools.

Creating Tomorrow Trust will support the schools to use the Pupil Premium Grant in the most efficient way by working with leaders to identify evidence-based strategies and monitor the impact. The schools in the Trust may wish to pool money, for example to pay for a specific role to be used across a number of sites. Creating Tomorrow will support the schools to manage these projects and may act as the vehicle to enable them to happen.

### Purpose

This statement details Isebrook School's use of Pupil Premium funding to help improve the attainment of disadvantaged and vulnerable students that leaders have identified through robust quantitative and qualitative information. 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.



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#### Isebrook School Overview

Detail	Data
School name	Isebrook School
Number of pupils in school	240 (Term 2 2025)
Pupils in receipt of Pupil Premium (%)	32.5% (78 students)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 2026/2027 2027/2028
Date this statement was published	19 <sup>th</sup> November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tracy Latham- Headteacher
Pupil premium lead	Lynn Johnston - SEND & Inclusion Lead
Governor / Trustee lead	John Frostwick - Chair of Governors



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### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,170
Pupil Premium Plus allocation	£15,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£111,860</b>



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#### Part A: Pupil premium strategy plan - Statement of Intent

Isebrook School is a vibrant and happy school with a hardworking, enthusiastic, and skilled staff team. We have a passionate and dedicated Leadership team, with a wide range of knowledge and skills from various branches of education, bringing a wealth of experience and talents and a school ethos where staff champion our students and have the highest expectations. Our relational approach to supporting students, staff and families is at the heart of everything we do.

At Isebrook we are committed to embedding a trauma-informed approach throughout our practice, recognising that many of our students may have experienced adverse childhood experiences that impact their learning, behaviour, and wellbeing. Our staff are trained to understand how trauma affects young people and to respond with compassion, creating a psychologically safe environment where all students feel valued and supported.

Isebrook School is one of the largest Special Secondary settings in Northamptonshire, which provides support for students from 11-18 years old with a range of complex educational needs. About one-third of the students have Autistic Spectrum Conditions and many of our young people have comorbidity of challenges which include social, emotional, and behavioural difficulties; some of which can present as significant mental health difficulties and associated complex behaviours.

Isebrook specialises in supporting students with Cognition and Learning difficulties, with a focus on general and specific learning difficulties [SpLDs] which include:

- Working Memory and Cognitive Load challenges inhibiting age related expectation attainment
- Literacy and numeracy difficulties.
- Difficulty processing abstract ideas
- Fine and/or gross motor difficulties
- Signs of frustration
- Sequencing, organisation difficulties
- Phonological or short-term memory difficulties
- Communication and Interaction difficulties
- Difficulty comprehending or following instructions
- Conceptual difficulties
- Sensory processing / awareness difficulties

We have a strong ethos of Inclusion and crucially a curious and compassionate approach towards engaging and supporting our students, staff & families. Our trauma-informed approach underpins all our interactions, with staff trained to recognise that behaviour is often a form of communication and that students may be responding to past experiences of trauma or adversity. We create safety cues through our body language, tone of voice, and consistent, nurturing relationships, helping students to feel secure and ready to learn. Staff are trained in the use of PACE and VRF's (as part of our commitment to Thrive). There is a collective understanding of the impact of disadvantage on students' learning and staff at every level speak with one voice about our aspirations for all of our students and preparing them for the challenges and opportunities of adulthood.



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Our aim is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our students. Whilst socio-economic disadvantage is an important factor, it is not always the primary challenge our students face. Evidence shows that outcomes for all disadvantaged students across the school can be affected by efficient use of Pupil Premium funding to complement and support not only educational progress but the holistic welfare of our students.

At the heart of our approach is high-quality Special Educational Needs teaching focussed on areas within student's Education and Health Care Plans (EHCP) and how Pupil Premium can support progress and attainment of Outcomes. We recognise that Trauma, both developmental and linked to Adverse Childhood Experiences, create barriers to learning. Our trauma-informed practice ensures that we adapt our support to meet the individual needs of each student, providing them with the emotional scaffolding they need to succeed. Targeted support is offered, based on assessment of need, and helping students to access the curriculum intents, most appropriate to their development and progress.

Although our strategy is focused on the needs of students in receipt of Pupil Premium, efficient and planned allocation of funds will benefit all students at Isebrook School in the instance where funding is spent on whole-school approaches. It is the intention that outcomes for those not in receipt of Pupil Premium will be improved alongside progress of those who are.

We will also provide students in receipt of Pupil Premium, with support to develop independent living and social skills through a robust and effective Preparation for Adulthood curriculum. Our Trauma-Informed approach extends to helping students develop resilience, self-regulation skills, and positive relationships, recognising that these are essential foundations for successful transition to adulthood.

Our strategy will be driven solely by the needs and strengths of each young person, based on formal and informal assessments, and not through assumptions or labels. We understand that the lasting impact of adversity and trauma can affect a young person's behaviour, mental health, and wellbeing, and our Trauma-Informed practice ensures that we respond to these needs with empathy, consistency, and appropriate support. This will help us to ensure that we offer all students the relevant skills and experience they require to prepare for adulthood.



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#### Challenges

##### Barriers to future attainment (for students eligible for PP)

- Poor Student Mental Health

Poor mental health can be a significant barrier to attainment for pupil premium students. A mental health need may coexist with a student's special educational need, or indeed form the basis of a student's needs. Mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation. Where students have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood, impacting on their mental health, behaviour, attendance and progress at school

Commented [L1]: Explanations added

- Communication difficulties for students.

Leaders have identified that an increasing number of students admitted have communication and interaction difficulties as part of their complex presentation. The whole school data demonstrates a high percentage of students needing additional provision and specifically, PP students have been identified as having this as their stated secondary need or there is considerable support itemised within their EHCP.

- Persistent absence for some students including medical and social barriers

Persistent absence, including absence due to medical and social barriers, is a significant barrier to attainment for pupil premium students. Students being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation. It may also indicate mental health problems, risk of substance abuse, or other vulnerabilities.

- Lack of engagement in learning and lack of readiness to learn

Students who are not ready to learn may face barriers such as poor mental health, unmet basic needs, lack of confidence, limited vocabulary, or experiences of trauma that affect their ability to focus, engage with learning tasks, and make expected progress.

- Increase in class sizes

Increased class sizes can be a significant barrier to attainment for pupil premium students. Larger classes reduce the opportunities for individualised attention, targeted support and responsive teaching that disadvantaged students often need to overcome barriers to learning. In larger classes, teachers have less capacity to identify and address individual



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needs quickly, check understanding systematically, adapt teaching in the moment, or provide the intensive support that can help close attainment gaps for pupil premium students.

- Changing cohort of students and increased need for specialist support and intervention in school  
 A changing cohort of students with increasingly complex needs, and the resulting increased demand for specialist support and intervention, presents a significant barrier to attainment for pupil premium students. As the profile of our student population evolves, with growing numbers of students requiring support for special educational needs and disabilities (SEND), mental health difficulties, social and emotional needs, and other barriers to learning, the capacity of staff to provide the individualised, responsive teaching and targeted interventions that disadvantaged students need to make expected progress is stretched. Pupil premium students, who may already face multiple barriers to learning including poverty, adverse childhood experiences, limited vocabulary, gaps in prior learning, or poor attendance, are disproportionately affected when school resources and staff expertise are under pressure to meet the needs of an increasingly diverse and complex cohort.

#### External barriers (issues which also require action outside school, such as low attendance rates)

G. Parental engagement

H. Low attendance rates for some – Including persistent absence

I. Funding pressures from the Local Authority in supporting students with exceptional need

J. Increase in Consultations for School places and requirement to increase class sizes to numbers more than optimum support



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#### Intended outcomes

Outcomes (Desired outcomes and how they will be measured)	Success Criteria
<p>A. Increase the capacity for Students to access opportunities for hands-on, experiential learning that can be more accessible than classroom-based teaching.</p> <p>Students will have opportunities to access multi-sensory experiences that support different learning styles and needs, particularly for students with Sensory Processing challenges.</p>	<ul style="list-style-type: none"> <li>• Reduced behavioural incidents recorded on Arbour, difference in progress diminished.</li> <li>• Students will engage in strategies aimed at improving the mental health and wellbeing of students around the school.</li> <li>• Physical development support for students.</li> <li>• Social, emotional and mental health improvements for students.</li> <li>• Increased Independence skills for students.</li> <li>• Increased engagement for students.</li> <li>• The QA cycle will demonstrate the impact on data and outcomes and highlights increased qualitative information.</li> </ul>
<p>B. Increase students' communication skills, expressing wants and needs so students demonstrate expected progress for their EHCP Outcomes.</p>	<ul style="list-style-type: none"> <li>• Students make progress against the communication outcome on their EHCP. Staff have a range of communication aids in place to support communication to include CIP, SALT plans, visual resources, and schedules.</li> <li>• Tracking of SALT interventions demonstrates small step student progress against EHCP Targets.</li> <li>• Communication interventions are accessed effectively, and the costs and timings of interventions recorded on the School Provision Map.</li> <li>• The QA cycle will demonstrate the impact on data and outcomes.</li> </ul>
<p>C. Strengthen student's opportunity to access appropriate Sensory Regulation provision in line with EHCP Outcomes and identified need.</p>	<ul style="list-style-type: none"> <li>• Decrease in distressed behaviours within the disadvantaged cohort.</li> <li>• Improved wellbeing (measurable through Safeguarding Concerns and MDT Data) within the disadvantaged cohort.</li> <li>• Staff report increased readiness to learn for students seeking sensory support within the disadvantaged cohort.</li> <li>• Attendance improvement for students within the disadvantaged cohort.</li> <li>• The QA cycle will demonstrate the impact on data and outcomes.</li> </ul>
<p>D. Strengthen Students support through Trauma Informed Approaches which not only benefits those who have experienced Adverse Childhood Experiences and/or Trauma but also provides a relational approach for all.</p>	<ul style="list-style-type: none"> <li>• Improved attendance rates for the most vulnerable and disadvantaged students, including those known to Social Care (CIC, CP, CIN &amp; previously known to Social Care).</li> <li>• Reduction in behaviour incidents for the most vulnerable and disadvantaged students, including those known to Social Care (CIC, CP, CIN &amp; previously known to Social Care).</li> <li>• Increased engagement in learning for all and progress towards EHCP outcomes.</li> <li>• Positive student and staff relationships. Students who feel safe and understood in school.</li> <li>• Better staff understanding of trauma and its impact on students including on attendance.</li> <li>• Consistent use of trauma-informed language and approaches throughout the school.</li> <li>• Embedded trauma-informed culture shown in policies and practice.</li> <li>• Delivery of Family Thrive support for parents.</li> <li>• The QA cycle will demonstrate the impact of interventions on data.</li> </ul>

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### Activity this academic year

Planned expenditure					
Academic year	2025 - 2028				
Quality of teaching for all					
Outcome	Chosen action/ approach	Evidence and rationale for this choice?	What are the desired outcomes?	Staff lead	When will this be reviewed?
<b>1. To develop &amp; embed an on-site Forest School Provision.</b>	Establishment of a Forest Schools area within the school site.  Allocation of classroom space to Forest Schools  Training of 2 Forest School Leaders  Allocation of class timetable slots to Forest School engagement.  Securely fenced area within the school field.  Appropriate equipment & resources for Forest School area.	Cohort: Hands-on, experiential learning that can be more accessible than classroom-based teaching. Meeting the needs of our changing cohort.  Multi-sensory experiences that support different learning styles and needs, particularly for students with Sensory Processing challenges.  Opportunities for students to work at their own pace in a less structured environment.  Planned risk resilience and teamwork  Sensory and Physical : Development of fine and gross motor skill and coordination.  Curriculum Access: English and maths (through outdoor activities and problem-solving)  Forest School can support curriculum delivery in an inclusive way:  Contextual knowledge of nature, seasons and habitats.  Inclusion: Support for the most vulnerable and disadvantaged students, including those known to Social Care (CIC, CP, CIN)  <b>Research referencing:</b> 'The learning space at forest school offers freedom from the norms and expectations associated with the indoor classroom environment, which can reduce stress for children with ADHD or autistic children (Harris, 2018). Forest school can provide many opportunities that encapsulate good practice and the creation of an environment which is supportive for children with SEND: a low-demand environment for social interactions, developing autonomy, opportunity to engage in sensorily pleasurable activities and special interests' <b>Let's Go Outside: Forest School for SEND Pupils and Children with Autism. A Toolkit for Practitioners and Schools</b> Harris, F, Hill, E, Tripp, K, Marsh, A, Tunks, F & Sulaman, S 2025. <i>Let's Go Outside: Forest School for SEND Pupils and Children with Autism. A Toolkit for Practitioners and Schools.</i> University of Hertfordshire, UK.	Qualified Forest School Leaders  Increased opportunities for contextual and Communication and interaction development.  Physical development support for students.  Social, emotional and mental health improvements for students  Increased Independence skills for students.  Increased engagement for students.  Opportunities for learning and sensory experiences.  Opportunities for progress towards EHCP Outcomes.	<b>Forest School Lead-</b> Day to day delivery of the provision and liaison with Leadership.  <b>SEND &amp; Inclusion Lead:</b> Overall coordination; Sourcing support, monitoring impact, strategic oversight; resource allocation; removing barriers.  <b>Assistant Headteacher:</b> Strategic oversight; resource allocation; removing barriers.	Review the impact using assessment, behavioural and safeguarding data in line with Pupil Progress data and SEF deadlines.  Commentary will be updated annually on review of this strategy document.

Commented [LJ3]: Research references added to all Outcomes



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Budgeted cost : Appointment of 2 Forest School Practitioners (Level 4)- £25992 X 2 = £51984 Fencing - £20,000					£71,984
Outcome	Chosen action/ approach	Evidence and rationale for this choice?	What are the desired outcomes?	Staff lead	When will this be reviewed?
2. To develop student communication skills.	<p>AAC training, Signalong training &amp; Communication interventions.</p> <p>Engagement with SALT provided programmes and training.</p> <p>Commissioning of Private SALT provision</p> <p>Staff training</p>	<p><b>Staff CPD:</b> To develop communication skills and inclusion. i.e Signalong, SALT, CIP, PECs, iPad.</p> <p><b>Cohort:</b> Increased cohort of students for whom Communication is an acute need and Local Authority SALT provision is not meeting the student need or demand.</p> <p><b>Safeguarding:</b> Students with Communication and Interaction differences can face additional safeguarding challenges including communication barriers.</p> <p><b>Inclusion:</b> This directly supports Isebrook School's inclusion ethos and whole school strategy for Inclusion, by removing barriers to learning for pupils with communication needs.</p> <p>Support for the most vulnerable and disadvantaged students, including those known or previously known to Social Care (CIC, CP, CIN)</p> <p><b>Curriculum Access:</b> The enablement of AAC use and engagement with the Local Authority AAC team ensures students with communication needs can access the full, broad curriculum.</p>	<p>Class monitoring of the SALT targets and progress towards them, as well the SALT team monitoring the expected progress against targets. Annual review completed on the targets and new targets set accordingly.</p> <p>Engagement with SALT provided staff CPD and training.</p>	<p><b>Communication Lead-</b> Day to day staff support and liaison with Leadership.</p> <p><b>SEND &amp; Inclusion Lead:</b> Overall coordination; Sourcing support, monitoring impact, strategic oversight; resource allocation; removing barriers</p> <p><b>Assistant Headteacher:</b> Strategic oversight; resource allocation; removing barriers</p> <p><b>LA AAC Team and Private SALT provider:</b> Assessment; specialist advice; staff training</p> <p><b>Class Teachers:</b> Embedding AAC in daily teaching; curriculum adaptations</p>	<p>Within the Leadership QA cycle and within SEF process.</p>



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<b>Budgeted cost</b> : Cost of Private SALT Provision - £8000, TLR, Communication Lead - £3527, Staff Signalong Training - £500, SoSafe Training - £480+ £70.83	<b>£12577.83</b>
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Outcome	Chosen action/ approach	Evidence and rationale for this choice?	What are the desired outcomes?	Staff lead	When will this be
<b>3. To develop the Sensory and Outdoor offer at Isebrook School</b>	<p>Additional Sensory Space within the Outcome 1 &amp; 2 Pathway building</p> <p>Improvements to outdoor spaces for Sensory stimulation and regulation.</p> <p>Investment in the training of an additional Therapy Dog.</p>	<p><b>Sensory and Physical</b> : Improved emotional regulation for disadvantaged pupils with sensory needs            Reduced incidents of dysregulation/behaviour concerns            Increased engagement in learning following sensory breaks            Better attendance for pupils who previously struggled with sensory overload.            Enhanced gross motor skill development            Increased opportunities for sensory regulation</p> <p><b>Wellbeing and PFA</b>: Improved social interaction and cooperative play</p> <p><b>Curriculum Access</b>: Greater engagement in outdoor learning activities and fitness.</p> <p><b>Inclusion</b>: Support for the most vulnerable and disadvantaged students, including those known to Social Care (CIC, CP, CIN)</p> <p><b>Research referencing</b>:</p> <p>'Educational practitioners have reported that being in an MSE can facilitate behavioural change for autistic children and this behaviour change can lead to improved opportunities for learning (Unwin et al., 2021). Particularly, practitioners believed that the child being able to have control of the sensory environment was a mechanism through which behaviour change occurred.'</p>	<p>Decrease in distressed behaviours within the disadvantaged cohort.</p> <p>Improved wellbeing (measurable through Safeguarding Concerns and MDT Data) within the disadvantaged cohort.</p> <p>Staff report increased readiness to learn for students seeking sensory support within the disadvantaged cohort.</p> <p>Attendance improvement for students within the disadvantaged cohort.</p>	<p><b>Outcome Lead</b>- Day to day assessment of need and utilisation and liaison with Leadership.</p> <p><b>SEND &amp; Inclusion Lead</b>:            Overall coordination;            Sourcing support, monitoring impact, strategic oversight; resource allocation; removing barriers</p> <p><b>Assistant Headteacher</b>:            Strategic oversight;            resource allocation;            removing barriers</p>	<p>Commentary will be updated annually on review of this strategy document.</p>

**Commented [LJ4]:** Research references added to all Outcomes



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		<p>Unwin, K. L., Powell, G., &amp; Jones, C. R. (2021). The use of Multi-Sensory Environments with autistic children: Exploring the effect of having control of sensory changes. <i>Autism</i>, 26(6), 1379-1394. <a href="https://doi.org/10.1177/13623613211050176">https://doi.org/10.1177/13623613211050176</a> (Original work published 2022) Accessed December 2025.</p>			
<p><b>Budgeted cost:</b> Sensory Space in Outcome 1 &amp; 2 building - £22,000, Outdoor Sensory equipment - £30,000, Therapy Dog Training - £2250 Sensory Circuit Training - £180</p>					<p><b>£54,330</b></p>
Outcome	Chosen action/ approach	Evidence and rationale for this choice?	What are the desired outcomes?	Staff lead	When will this be reviewed?



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<p><b>4. To develop and embed Isebrook School's Trauma Informed Approach</b></p>	<p>Appointment of an additional Thrive Practitioner.</p> <p>Staff Training</p> <p>Creating a Trauma Informed environment</p> <p>Targeted support for students</p> <p>Parent partnerships and training</p> <p>Achieve Thrive School of Excellence Accreditation</p>	<p><b>Safeguarding:</b> Students with SEND are more vulnerable than contemporaries to harmful sexual behaviour, sexual abuse, exploitation, violence and bullying particularly if there are also SEMH needs. As such, students at Isebrook School are statistically more likely to have experienced trauma, abuse, or adverse childhood experiences. It is therefore important that we understand and support students in managing, processing and developing strategies prepare them for future safety and security. Students who have suffered Trauma and/or ACE's may struggle to communicate their experiences or distresses. Have difficulty understanding and processing feelings and emotions. Be more susceptible to exploitation due to their vulnerabilities.</p> <p><b>Staff CPD:</b> Pupils' prior experiences might also affect their behaviours. Behaviour is often the way our students communicate distress. Traditional behaviour management approaches may re-traumatise vulnerable students. As such Staff who understanding behaviour through a trauma lens helps us to respond therapeutically rather than punitively.</p> <p><b>Inclusion:</b> Support for the most vulnerable and disadvantaged students, including those known to Social Care (CIC, CP, CIN)</p> <p><b>Research referencing:</b></p> <p>'Insights from the Adverse Childhood Experiences (ACEs) literature, that childhood adversity has powerful long-term impacts on the health and wellbeing of many of those exposed (Felitti et al, 1998).'</p> <p>'Emerging neuroscience evidence that is seeking to understand the physiological links between exposure to complex trauma and later life outcomes, through an understanding of children's adaptive responses to <b>adverse</b> experiences. Examples include the over-stimulation of the fight or flight response and the aspects of brain development that are arrested or delayed as a result of trauma exposure during these critical periods of development' (Shonkoff et al, 2012).</p> <p>'Emerging psychologically informed models of how better to support children and young people who have been exposed to complex trauma, including approaches that emphasise relationships as interventions to bring about change' (Cook et al, 2017).</p> <p>'A greater focus on settings where children spend their lives, such as schools, that build connection and contexts that enable children to thrive. Including the insights from these settings can be critical; both in potentially disrupting harmful trajectories and unwittingly exacerbating the impacts of trauma' (for example, Dorado et al, 2016).</p>	<p><b>Student Outcomes:</b></p> <p>Improved attendance rates for the most vulnerable and disadvantaged students, including those known to Social Care (CIC, CP, CIN. Reduction in behaviour incidents for the most vulnerable and disadvantaged students, including those known to Social Care (CIC, CP, CIN. Increased engagement in learning for all and progress towards EHCP outcomes. Positive student and staff relationships. Students who feel safe and understood in school.</p> <p><b>Staff Outcomes:</b></p> <p>Better understanding of trauma and its impact</p> <p>Consistent use of trauma-informed language and approaches</p> <p><b>Whole School:</b></p> <p>Calmer, more positive school environment</p> <p>Stronger relationships between staff and pupils.</p> <p>Embedded trauma-informed culture in policies and practice</p> <p>Delivery of Family Thrive support for parents.</p>	<p><b>Thrive Practitioners:</b></p> <p>Day to day assessment of need and utilisation of the Thrive Approach.</p> <p>Liaison with Leadership.</p> <p><b>Assistant Headteacher:</b></p> <p>Strategic oversight; resource allocation; removing barriers</p> <p><b>SEND &amp; Inclusion Lead:</b></p> <p>Sourcing support, delivery of staff training, monitoring impact, strategic oversight; resource finding, removing barriers.</p> <p><b>Senior Welfare Manager:</b> monitoring impact on attendance and behaviours, strategic oversight; resource allocation; removing barriers.</p>	<p>Within the Leadership QA cycle and within SEF process</p> <p>Commentary will be updated annually on review of this strategy document.</p>
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**Commented [LJ5]:** Research references added to all Outcomes



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		<p>'Developmental, complex and chronic trauma are used to describe these early life adverse events, capturing the sense of the wounds these inflict on the developing child. The impact can be profound on children's behaviour, emotions and cognition, impacting on characteristics such as the ability to form trusting relationships'</p> <p><b>Developing traumainformed practices in inner London schools - the ITIPS Pilot.</b> Aspland, Cameron Strelitz, Clarke, Fahy, Mansour and Shelemy (2020) Research in Practice.  <a href="#">developing-trauma-informed-practices-in-inner-london-schools-the-itips-pilot_final.pdf</a>          Accessed Dec 2025.</p>			
Budgeted Cost: Thrive Practitioner Course - £5000, 2 X Thrive Practitioners - £58, 620 Whole staff training - £810 Thrive Online access - £2373.60					<b>£66803.60</b>
<b>Total budgeted cost for Quality of Teaching</b>					<b>£205,695.18</b>



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

Targeted support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
<b>5. Family Support</b>	Increase and maintain engagement with school from some families. To continue to use Class DoJo, Arbour and Social Media platforms to maintain contact and share information with Signposting families to external agencies for help and support.	Family Support Worker who will draw up a profile of those families who need additional support and guidance with communication and engagement. She will then arrange a series of workshops e.g., building better outcomes and creative workshops to improve resilience and health and wellbeing. Help with FSM and DLA applications.  Signposting to other support networks and services	Building relationships with families will ensure trust is built and a collaborative approach to supporting the students. Improved health and wellbeing and resilience in families will in turn impact on more resilient pupils.	Family Support Worker, Senior Welfare Manager, SEN & Inclusion Lead and AHT's.	Within the Leadership QA cycle and within SEF process  Commentary will be updated annually on review of this strategy document.
<b>Budgeted Cost:</b> Family Support Worker + % of Senior Welfare Manager, SEN & Inclusion Lead and AHT's.					<b>£58,000</b>



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Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
<p><b>6. To develop concentration, develop relaxation, body awareness.</b></p> <p><b>Develop self-regulation of behaviours.</b></p>	<p>Occupational Therapy programmes delivered by the School Occupational Therapist and Therapy Assistant.</p> <p>Continuing ELSA Support</p> <p>Continuing PSA support</p> <p>Provision of targeted Professional therapies for Pupil Premium students.</p> <p>Thrive Intervention and in class support.</p>	<p>Students in receipt of pupil premium will have equal access to therapy as and when this support is required. It is widely documented that students with additional needs and attachment difficulties will present with some sensory difficulties and challenges. Therapies will be essential for these students in order to encourage good learning behaviour. Students in receipt of pupil premium will make progress in their learning behaviour in line with their peers.</p>	<p>Therapies and interventions will be monitored by the class team in which the student is based. Administration of the Provision map sits with the SEN Admin Team and strategic oversight with the SEND &amp; Inclusion Lead.</p> <p>SEN &amp; Inclusion Lead to Quality Assure the Intervention and Provision Mapping process.</p> <p>Senior Welfare Manager: monitoring impact of interventions and support on attendance and behaviours</p>	<p><b>Assistant Headteacher:</b> Strategic oversight of Thrive; resource allocation; removing barriers</p> <p><b>SEND &amp; Inclusion Lead:</b> Lead the SEN Admin Teams &amp; Therapy Team, Sourcing support, delivery of staff training, monitoring impact, strategic oversight; resource finding, removing barriers.</p> <p><b>Senior Welfare Manager:</b> monitoring impact of interventions and support on attendance and behaviours, strategic oversight; resource allocation of Pastoral support.</p> <p><b>Thrive Practitioners:</b> Day to day assessment of need and utilisation of the Thrive Approach. Liaison with Leadership.</p>	<p>Within the Leadership QA cycle and within SEF process</p> <p>Commentary will be updated annually on review of this strategy document.</p>
<p><b>Budgeted Cost:</b> OT &amp; Therapy Ass + % of SEN Officer+ % ELSA support + 20% Thrive Practitioners</p>					<p><b>£81,600.00</b></p>



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Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review the implementation?
<p><b>7. To develop the use of VR technologies.</b></p>	<p>To develop the use of VR technologies to support emotional development, physical and sensory development</p> <p>Loan of VR hardware</p>	<p>Virtual reality therapy is the use of virtual reality technology for psychological and/or physical therapy. Those receiving virtual reality therapy navigate through digitally created environments. They can incorporate specially designed tasks tailored to treat a specific ailment or simply provide a relaxing and therapeutic environment. Medical VR is already available in hospitals and has shown amazing results. From supporting students through chemotherapy or physiotherapy to improving social and behavioural difficulties in autism – as well as reducing levels of pain, stress, depression and anxiety. Our goal as a school, with support from specialist providers, is to harness the opportunities that VR can bring to supplement and enhance our Occupational Therapy and Emotional and Mental Health support offering.</p> <p><b>Research referencing:</b></p> <p><b>Virtual Reality Project Proposal.</b> Leonard (2023) For and on behalf of: Isebrook school. <i>Available upon request.</i></p> <p><a href="https://vrtherapies.co.uk/">https://vrtherapies.co.uk/</a></p> <p><b>Headsets for Hope: Enhancing Travel Confidence for SEND Pupils Through Immersive Reality.</b> (2025) University of Northampton</p> <p><b>A New Path – Fresh Applications of Virtual Reality in Special Education</b> Stafford (2025) <a href="#">A New Path - Fresh Applications of Virtual Reality in Special Education - ClassVR</a> Accessed December 2025.</p>	<p>Occupational Therapist</p> <p>SEN &amp; Inclusion Lead</p>	<p>Within the Leadership QA cycle and within SEF process</p> <p>Commentary will be updated annually on review of this strategy document.</p>

**Commented [LJ6]:** Research references added to all Outcomes



## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

<b>Budgeted cost</b> : Purchase of VR hardware and software				<b>£ 4000</b>

### Wider strategies

Other approaches



## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Students have access to school uniform	School uniform budget available for parents to access.	Students may be reluctant to come to school if they do not have or cannot afford pieces of uniform. We want to ensure that these students are happy to come to school.	Provide information to parents about uniform support.  Attendance and welfare monitoring.	Family Support Worker  Senior Welfare Manager  SEND & Inclusion Lead	£2000	Commentary will be updated annually on review of this strategy document.
Students will be ready for their learning at the start of each school day.  Students will be supported during school closures	Provision of Breakfast and after school Club – where parents struggling to drop/pick up after school  Holiday Club during School Holidays	To ensure students are attending school and ready to learn and make progress, we provide the opportunity for students to come in from 7.30am and have breakfast. Also, to have a safe place before and after school  To ensure students have a safe space and access to trusted adults during school holidays.	Club activities are planned to engage students, so they are ready to learn. Range of healthy food options are available.	Family Support Worker  Operations Manager	£8000	Commentary will be updated annually on review of this strategy document.
Students to be able to take part in a residential visit.	Enable students to attend a residential when run in their academic year.  Pupil Premium and PP + students will have access to these activities at a subsidised rate.	Some students have been unable to attend residential visits due to a lack of financial support from home. We aim to enable all students to have access to at least one residential during their school years.	Our residential visits and venues are selected to meet our student's needs. Evaluate the visit and obtain student feedback.	Assistant Headteacher  SEND & Inclusion Lead	£3000	Commentary will be updated annually on review of this strategy document.



## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

Attendance to be in line with non-PP children	Continue to provide rigorous attendance processes, family engagement, safeguarding visits and liaison with wider professionals	To ensure that students make the most of their learning opportunities, we have a high-profile whole-school attendance focus	Attendance rates are closely monitored weekly whole school communication meetings are held where levels dip. End-of-term attendance prizes are high-profile and desirable.  Weekly Multi-Disciplinary Team Meetings (MDT'S) to highlight and monitor students of concern.	Family Support Worker  Senior Welfare Manager  SEND & Inclusion Lead	FSW work as stated above – included in above budget.	Within the Leadership QA cycle and within SEF process  Commentary will be updated annually on review of this strategy document.
<b>Budgeted cost</b>					<b>£13,000</b>	

### Total budgeted cost:

Quality of Teaching for all	205695.18
Targeted support	£143,600
Other approaches	£13,000
<b>Overall budgeted costs</b>	<b>£362,295.18</b>



## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

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

Review of expenditure				
Previous Academic Year	2024/2025			
Quality of Teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lesson learned	Cost
<p><b>1. To improve Phonic skills and improve literacy levels.</b></p>	<p>Teaching Assistants to support students with phonics, reading and comprehension. They will work on an individual or small group basis working under the supervision of the English lead and literacy coordinator. Individual learning goals will be set and targets will be assessed and reviewed.</p>	<p>Teachers have now all had initial training in the Essential Phonics programme. Phonics lessons are delivered daily but the implementation is in its infancy. Full impact will be seen by Summer 2023.</p> <p>Talk for writing programme has also been implemented which will further impact reading and phonics.</p> <p>Dyslexia Gold has been purchased to support the progress of students with Dyslexia or Dyslexic tendencies.</p>	<p>Reading has been identified as a school priority.</p> <p>Age appropriate and phonically appropriate books were needed to support school wide reading and phonics progress.</p> <p>Communication boards were required which has been purchased to support phoneme/grapheme correlation.</p>	<p>Talk for Writing Training £2750</p> <p>Dyslexia Gold £718.80</p> <p><b>Reviewed Dec 2023</b></p> <ul style="list-style-type: none"> <li>• 2 x Literacy Intervention TA's have been appointed (Level 4)</li> <li>• Improvements to the School Library</li> <li>• Reading assessment data improved through the use of Accelerated Reader.</li> </ul> <p><b>Reviewed December 2024</b></p> <ul style="list-style-type: none"> <li>• Continued investment in Reading and English development.</li> <li>• Talk for Writing Consultancy and support (£9000)</li> </ul> <p><b>Reviewed November 2025</b></p> <ul style="list-style-type: none"> <li>• Continued investment in Reading and English development</li> <li>• Implementation of new Reading Assessment criteria/levels</li> <li>• Talk for writing Consultancy continues (£750)</li> </ul>



## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

#### How will Talk for Writing meet school priorities?

- Implement a clearly sequenced curriculum
- Embed CPD offer for all staff
- Embed total communication across the school

#### Talk for Writing in special schools:

- Jane Ralphs is currently working with six special schools.
- Norwich special school have been using it for two years now with fantastic results (Jane will put JS in touch with English lead in Norwich)
- Jane is working with special schools and Pie Corbett to develop a TFW book specifically for special schools.

#### Which package is suitable for Isebrook?

- Jane Ralphs (Talk for Writing consultant) face-to-face training and support
- **Bronze** package 5 days over two years
- Initial INSET day
- Series of development days
- Consultancy: Strategic Planning with Leadership (Including HT)
- Whole-staff Training: Introduction to Fiction
- Consultancy: Review impact of Fiction input, leadership support, teacher support e.g., surgery, in-class support etc.
- Whole-staff Training: Introduction to Non-Fiction
- Consultancy: Review impact of Non-Fiction input, Evaluation and Next Steps
- Highly recommended Visit to Talk for Writing Training Centre (\*Additional cost Payable to Talk for Writing Training School)

#### How will Talk for Writing improve students' progress?

- Works best as a whole school approach.
- Can and should be used cross-curricular
- It is based on the principles of how people learn.
- A key feature is that students internalise the language structures needed to write through 'talking the text', as well as close reading.
- The approach moves from dependence towards independence
- See link below for evidence of the impact of TFW  
<https://www.talk4writing.com/about/does-talk-for-writing-work/>



#### What is the cost for whole staff CPD?

- 5 days over two years with continuous support and TFW consultant **£4500** for 50-60 staff
- Additional staff charged at £24pp although this may be negotiable.
- The cost can be paid in installments, as a whole or yearly (£2,250 per year)

#### When could training begin?

- Standard INSET days e.g. training days immediately after half terms are fully booked for two years.
- However, Jane is keen to work with us and be as flexible as possible.
- Earliest opportunity for initial INSET day is end of November 2022



## Isebrook School Pupil Premium Strategy

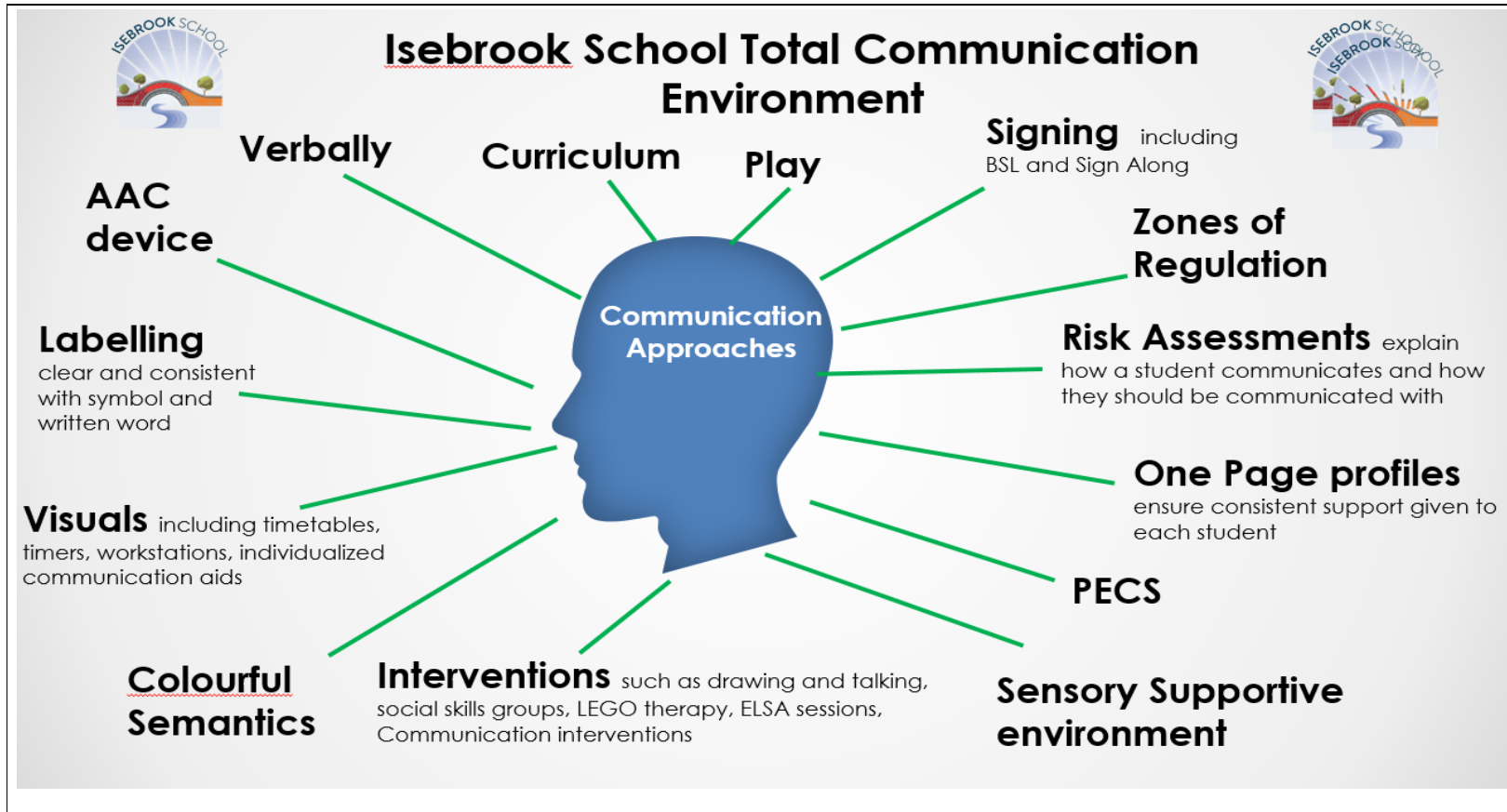
### Statement 2025 - 2028

<p><b>2. To develop communication in pupils</b></p>	<p>AAC training, Signalong training and interventions</p>	<p>Communication Group has been set up to share and learn from good practice.</p> <p>Communication focus in school. All staff wearing visual aids. Teacher with a TLR to support Communication.</p>	<p>Communication boards were required which has been purchased to support phoneme/grapheme correlation and support the communication of non-readers and non-verbal students.</p>	<p>Total Communication Boards £1960</p> <p>TLR – £2796</p> <p><b>Reviewed Dec 2023</b></p> <ul style="list-style-type: none"> <li>• Signalong Training for staff</li> <li>• Purchase of ACC devices for PP students.</li> <li>• Trial of web-based SALT provision to narrow the gap in professional provision</li> <li>• Communication TLR holder to raise the profile of Communication</li> <li>• Communication Lead undertaking the Postgraduate Certificate in Autism. <a href="https://www.autism.org.uk/what-we-do/autism-training-and-best-practice/training/university-accredited-courses/postgraduate-certificate-autism-sheffield-hallam">https://www.autism.org.uk/what-we-do/autism-training-and-best-practice/training/university-accredited-courses/postgraduate-certificate-autism-sheffield-hallam</a></li> <li>• TLR - £3169</li> <li>• Postgraduate Training - £2915</li> <li>• Signalong Training - £2000</li> </ul> <p><b>Reviewed December 2024</b></p> <ul style="list-style-type: none"> <li>• Investment in private Speech and Language Provision, offering 100hrs of SALT support across the school, over the year.</li> <li>• So Safe Registration Training for Staff and students. (£7308)</li> </ul> <p><b>Reviewed November 2025</b></p> <ul style="list-style-type: none"> <li>• Continued investment in Communication development.</li> <li>• Investment in private Speech and Language Provision, offering 1 day per week of SALT support across the school, over the year. (£8000)</li> <li>• SoSAFE! workshop and refresher training (£480 +70.83)</li> </ul>
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## Isebrook School Pupil Premium Strategy

Statement 2025 - 2028





## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

<p><b>3. To develop a vocational offer at Isebrook</b></p>	<p>To develop the construction, horticulture, hair and beauty and small animal care offer to support students in vocational options after compulsory education. The LoTC Co-ordinator and Vocational teacher will work together to choose the most appropriate accreditation for Isebrook students to enable them to make appropriate progress into their chosen vocation.</p>	<p>Plans have been drawn for the Horticulture provision and work is due to start in Spring 2023. Plans are in place for Small Animal Care provision. Work due to start in Spring 2023. Advert placed for additional Horticulture assistant.</p>	<p>n/a</p>	<p>£900,000 Reviewed Dec 2023</p> <ul style="list-style-type: none"> <li>• Horticulture build and implementation is complete.</li> <li>• Horticulture TA appointed</li> <li>• Small Animal Care Lead appointed</li> <li>• Small Animal Care build complete.</li> <li>• Students are accessing Royal Horticultural Society Qualifications.</li> </ul> <p>Cost of builds - £ Horticulture TA - £ 19,000 Small Animal Care Lead -£ 26,500 TLR – Duke of Edinburgh Coordinator - £3169</p> <p>Reviewed December 2024</p> <ul style="list-style-type: none"> <li>• Continued development of the Small Animal Care Provision curriculum.</li> <li>• Purchase of Goats, Guinea Pigs and rabbits (Share Whole School Provision 39%)</li> <li>• Appointment of an additional x L4 Animal Care Leads ( Share Whole School Provision 39%)</li> <li>• Investment in the establishment of a Forest School Provision and the appointment of 2 x Level 4 Forest School Leads. ( Share Whole School Provision 39%)</li> <li>• First Aid Training for Forest School Leads</li> </ul> <p>Reviewed November 2025</p> <ul style="list-style-type: none"> <li>• Continued development of the Small Animal Care Provision curriculum.</li> <li>• Purchase of chickens and (Share Whole School Provision 39%)</li> <li>• Retention of L4 Animal Care Leads ( Share Whole School Provision 39%)</li> </ul>
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## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

Targeted Support				
<p><b>4. Family Support</b></p>	<p>There is a lack of engagement with school from some families. During lockdown engagement improved and we used Class Dojo to enable families to stay in touch. Some, however, are not engaging with this and this impacts on the student in turn. Some families are in crisis and need signposting to external agencies for help and support.</p>	<p>Home Visits, Safeguarding and Welfare visits. Parent meetings, EHA's, CIN meetings and assistance with benefits paperwork. Strategy Meetings. Class DoJo is used to improve Home/School Communication. Use of Arbor to improve communication of School actions/events/information. Staff training has been provided.</p> <p>Return to parental visits into school to share events and celebrations.</p>	<p>Use of Arbor provides an audit trail of information and timely sharing of information and parent contact through linked email and text message contact. Improved Parental engagement and contact with school.</p>	<p>£ 50,000 % of Family Support Worker, Pastoral Support Assistants, Welfare Managers, Senior Welfare Manager salaries. <b>Reviewed Dec 2023</b> <b>£ 56,000</b> <b>% of Family Support Worker, Pastoral Support Assistants, Welfare Managers, Senior Welfare Manager salaries</b></p> <p><b>Reviewed Dec 2024</b> <b>£ 56,000</b> <b>% of Family Support Worker, Pastoral Support Assistants, Welfare Managers, Senior Welfare Manager salaries</b></p> <p><b>Reviewed November 2025</b> <b>£ 58,000</b> <b>% of Family Support Worker, Pastoral Support Assistants, Welfare Managers, Senior Welfare Manager salaries</b></p>
<p><b>5. To develop concentration, develop relaxation, body awareness.</b></p> <p><b>Develop self-regulation of behaviours.</b></p>	<p>Occupational Therapy programmes i.e. Lego Therapy, Learning Mentor intervention, Communication support to include drawing and talking.</p>	<p>Appointment of a new Therapy Assistant. Research into the use of VR to support therapies in school. Visits have been carried out to specialist VR therapy centres and VR providers. Improved School focus on Zones of Regulation in classes. Whole School Attachment Awareness Training delivered in September 2022. Leadership Team engagement in Trauma Informed Practice provided by the Mulberry Bush.</p>	<p>Staff training needs identified and a whole school approach and training has been identified and acted upon.</p> <p>Research into VR therapies and factfinding visits/demonstrations</p>	<p>£200 <b>Reviewed Dec 2023</b> <b>Research continuing</b></p> <p><b>Reviewed December 2024</b></p> <ul style="list-style-type: none"> <li>• <b>Implementation of a VR therapies trial.</b></li> <li>• <b>Loan of VR hardware</b></li> </ul> <p><b>Reviewed November 2025</b></p> <ul style="list-style-type: none"> <li>• <b>VR Therapy Interventions in place and successful. Plans to further expand the provision through allocation of VR space in school.</b></li> </ul>



## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

Other approaches				
<p><b>6. Students have access to school uniform</b></p>	<p>School uniform budget available for parents to access.</p>	<p>Students may be reluctant to come to school if they do not have or cannot afford pieces of uniform. We want to ensure that these students are happy to come to school.</p>	<p>Provide information to parents about the new scheme.</p> <p>Attendance monitoring.</p>	<p>£2000</p> <p>Reviewed Dec 2023 £2000</p> <p>Reviewed Dec 2024 £2000</p> <p>Reviewed November 2025 £2000</p>
<p><b>7. Students will be ready for their learning at the start of each school day.</b></p>	<p>Provision of Breakfast and after school Club – where parents struggling to drop/pick up after school</p>	<p>To ensure students are attending school and ready to learn and make progress, we provide the opportunity for children to come in from 8.00am and have breakfast. Also, to have a safe place before and after school</p>	<p>Club activities are planned to engage children so they are ready to learn. Range of healthy food options are available.</p>	<p>£8000</p> <p>Reviewed Dec 2023 Development and expansion of Breakfast and After School Club Provision £18,100 % of Salary of Family Support Worker, plus Salaries for 2 x Breakfast Club Leads, 2 x After School Club Leads, 4 wrap around care staff.</p> <p>Reviewed Dec 2024 Development of Breakfast and After School Club Provision £18,100 % of Salary of Family Support Worker, plus Salaries for 2 x Breakfast Club Leads, 2 x After School Club Leads, 4 wrap around care staff</p> <p>Reviewed November 2025</p> <ul style="list-style-type: none"> <li>Continuation of Breakfast and After School Club Provision £8,100 % of Salary of Family Support Worker, plus Salaries for 2 x Breakfast Club Leads, 2 x After School Club Leads, 4 wrap around care staff</li> <li>Expansion of provision to include Holiday Club</li> </ul>



## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

<p><b>8. Students to be able to take part in a residential visit.</b></p>	<p>Enable students to attend a residential when run in their academic year.</p>	<p>Some students have been unable to attend residential visits due to a lack of financial support from home. We aim to enable all students to have access to at least one residential.</p>	<p>Our residential visits and venues are selected to meet our students' needs. Evaluate the visit and obtain pupil feedback.</p>	<p>Key Stage Leader Time £3000 TLR - £2797 <b>Reviewed Dec 2023</b> TLR - £3169 KS Leader time £3000</p> <p><b>Reviewed Dec 2024</b> TLR - £3169 KS Leader time £3000</p> <p><b>Reviewed November 2025</b> AHT Time £3000</p>
<p><b>9. Attendance to be in line with non-PP students</b></p>	<p>Continue to provide attendance initiatives, interventions and incentives.</p>	<p>To ensure that students make the most of their learning opportunities, we have a high-profile whole-school attendance focus</p>	<p>Attendance rates are closely monitored weekly whole school communication meetings are held where levels dip. End-of-term attendance prizes are high-profile and desirable.</p>	<p>% of Family Support Worker and Senior Welfare lead salaries £ 25,000 <b>Reviewed Dec 2023</b> % of Family Support Worker and Senior Welfare lead salaries £ 26,500</p> <p><b>Reviewed Dec 2023</b> % of Family Support Worker and Senior Welfare lead salaries £ 26,500</p> <p><b>Reviewed November 2025</b> % of Family Support Worker and Senior Welfare lead salaries £ 28,500</p>
<p><b>10. Healthy Eating</b></p>	<p>Fruit in place for students every day</p>	<p>To ensure students have access to healthy snacks at break times.</p>	<p>Provide information to class teams, encourage students to collect fruit at break times.</p>	<p>£2090 (28 x £75)</p> <p><b>Reviewed Dec 2023</b> £2240 (28 x £80)</p> <p><b>Reviewed Dec 2023</b> £2380 (28 x £85)</p> <p><b>Reviewed November 2025</b> Ceased, Students not eating the fruit, wastage.</p>

FSW work as stated above – included in above budget.

Summer 2023



## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

#### Final Comments:

Our internal assessments during 2024/2025 indicated that our vulnerable and disadvantaged students' academic and wider development outcomes were in general, in line with their personal targets and outcomes within the EHCP. Where this was not the case, steps have been taken to provide additional resources and support both in school and via external providers to supplement their provision. There has also been intentional focus and support from school leaders, safeguarding, health and pastoral staff through Multi-Disciplinary Team meetings, which has enabled early identification and intervention.

Our rigorous Quality Assurance and data analysis suggested that for many students, mental health difficulties & anxiety were pivotal in contributing to uncertainty and raised concerns over future outcomes for some vulnerable students.

The Connected Provision (previously resourced provision) has now been decommissioned by North Northamptonshire Council; however, some vulnerable students who were previously part of the Connected Provision remain on roll at our school.

The last academic year saw many vulnerable students for whom Isebrook School were unable to meet need due to safety and wellbeing concerns (for both student safety and the maintenance of the efficient education of the wider student body) accessing Alternative Provision packages which were created and managed by school due to North Northamptonshire Council being unable to find suitable provision. In line with our statutory safeguarding and provision responsibilities, Isebrook School continued to be responsible for the safeguarding of students placed in Alternative Provisions and ensured that placements met their needs as outlined in their EHCP. Alternative Provision was commissioned appropriately and used in students' best interests, with the school taking full responsibility for the education and welfare of students placed in it.

Pupil Premium funding was also utilised to:

- Provide access to appropriate Alternative Provision packages in line with the student's development and progress and EHCP outcomes.
- Provide targeted interventions
- Provide safeguarding support from school staff



## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

- Commissioning of Educational Psychology Assessments and advice
- Provision of Private diagnosis where NHS wait times were detrimental to the student's welfare and need for support
- Deliver wellbeing interventions and source private counselling and support tailored to individual needs
- Offer family support services to maintain suitable provision and engagement

This approach ensured we set high expectations for all students at Isebrook School, and our most vulnerable an/or disadvantaged students who face additional barriers to their SEND needs were supported. This has led to the involvement of specialists when necessary to support students' development.

Last academic year, Isebrook school faced challenges around accessing support and provision for our most vulnerable and disadvantaged students, which was detrimental to their behavioural presentations, wellbeing, and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required and to mitigate the effect of these challenges to benefit all students. For the vulnerable students who remain on roll following the decommissioning of the Connected Provision, Pupil Premium support continues to be pivotal to their wellbeing and development.

In closing this year, Pupil Premium has been pivotal in providing safeguarding, psychological and academic support interventions and resources for our most vulnerable, disadvantaged and Children in Care; enabling them to access key provisions to enhance and support their progress and development.

### Externally provided programmes

Programme	Provider
Dance and Drama Therapy	BHVA Ltd. <a href="https://bhva.co.uk/">https://bhva.co.uk/</a> No longer a provider – December 2024
Educational Psychology Services	Thistleburrow Ltd <a href="https://www.melaniehartgill.com/">https://www.melaniehartgill.com/</a>
Performing Arts therapies	Picture The Difference <a href="https://www.pictthediff.com/">https://www.pictthediff.com/</a> No longer a provider – December 2023
Clinical Psychology	Broad Horizons Therapy Services <a href="https://www.broadhorizons.org.uk/">https://www.broadhorizons.org.uk/</a>
Tutoring	AJ Hough Tutoring Services Ltd <a href="mailto:ajhough@btconnect.com">ajhough@btconnect.com</a> No longer a provider – December 2024 Teaching Personnel No Longer a Provider - November 2025



## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

	Elmore Education
Alternative Provision	Liberty Learning Autism Consultancy Ltd <a href="https://www.libertylearningconsultancy.com/">https://www.libertylearningconsultancy.com/</a> No Longer a Provider - November 2025 Stebbs Care Farm Riding for the Disabled (RDA) Limitless Training Centre Grow Wild Saints Engage

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Purchasing of School Uniform
What was the impact of that spending on service pupil premium eligible pupils?	Students may be reluctant to come to school if they do not have or cannot afford pieces of uniform. We want to ensure that these students are happy to come to school. Use of Service Pupil Premium finding in this way allowed the relevant students to have equity of provision.



## Isebrook School Pupil Premium Strategy

### Statement 2025 - 2028

#### Further information (optional)

##### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges and employers to provide opportunities such as work experience, employability sessions and community inclusion work, alongside our Preparation for Adulthood curriculum which includes focusing on the Rights of each student (through Respecting Schools), ensure that lifelong skills are taught and practised to enable future independence.
- Our Transition Lead enables and sources link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study. This includes working with our Work experience Co-Ordinator in arranging work-based learning that enables students to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

##### **Planning, implementation and evaluation**

In addition, Isebrook School have identified the following priorities. Fulfilment will involve some investment from Pupil Premium funding:



# Isebrook School Pupil Premium Strategy

Statement 2025 - 2028



## Isebrook School Development Plan 2024 -2025



Quality of Education	Leadership & Management	Personal Development	Behaviour & Attitudes Changing hearts & Minds	Post 16
 <p>Curriculum development to meet the needs of all students</p> <ul style="list-style-type: none"> <li>✓ Curriculum review &amp; our changing cohort</li> <li>✓ Development of Animal Care, Forest School, Rothwell Library &amp; Salon curriculum</li> <li>✓ Talk 4 Writing</li> <li>✓ White Rose Maths</li> <li>✓ Reading</li> </ul>	 <p>Continuous improvement</p> <ul style="list-style-type: none"> <li>✓ CPD All staff have the skills to deliver the intended curriculum</li> <li>✓ Leadership &amp; Subject development</li> <li>✓ Quality Assurance</li> <li>✓ Outreach &amp; partnership working</li> <li>✓ Growth of the school</li> </ul>	 <p>To further create opportunities to promote PD for our students</p> <ul style="list-style-type: none"> <li>✓ Promoting student voice</li> <li>✓ SOSAFE!</li> <li>✓ Rights Respecting School</li> <li>✓ Character Development</li> <li>✓ CEIAG Offer across school</li> </ul>	 <p>Embedding Trauma Informed Approaches</p> <ul style="list-style-type: none"> <li>✓ Thrive</li> <li>✓ Mental Health &amp; Wellbeing</li> <li>✓ Relational Approaches</li> <li>✓ Attachment Awareness</li> </ul>	 <p>Wider opportunities for all students</p> <ul style="list-style-type: none"> <li>✓ Work Experience opportunities</li> <li>✓ The Salon</li> <li>✓ Four Seasons – opportunities to develop PfA.</li> <li>✓ Review of post 16 curriculum</li> </ul>