Pupil Premium Strategy – Samuel Cody School

This statement details our school's use of pupil 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.

School overview

Detail	Data
Number of pupils in school	Total: 355 Primary: 97 Secondary: 159 SEMH: 99
Proportion (%) of pupil premium eligible pupils	26.27 = 50.1% (178/355) Primary = 29% Secondary = 55% Cody Oaks = 63%
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)**	2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Rebekah Brumby HT
Pupil premium lead	Kieran Collins DHT
Governor / Trustee lead	Madeline Church

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,030
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£211,030

Part A: Pupil premium strategy plan

Statement of intent

Samuel Cody School serves a diverse community across four distinct provisions: Primary, Secondary, Cody Oaks (SEMH) and Cody Coppice (Forest School). Around 50% of our pupils are eligible for Pupil Premium funding, and we are seeing an increasing number of pupils with Severe Learning Difficulties (SLD). Our strategy reflects our commitment to ensuring that every pupil, regardless of background, need or barrier, has the opportunity to thrive, achieve and belong in a safe environment as they prepare successfully to be ready for adulthood.

At Samuel Cody School, we are committed to ensuring that all pupils are equipped with the knowledge, skills, confidence and resilience to achieve their ambitions and aspirations. We believe that every child deserves the opportunity to succeed, irrespective of disadvantage, family circumstance or additional needs. Our intention is that all pupils make strong progress from their individual starting points and achieve the best possible outcomes across academic, social, emotional and personal development.

We recognise that *ALL* our pupils face significant and often complex barriers to learning. While socio-economic disadvantage is not always the primary challenge for our learners, we understand that the effects of poverty, limited life experiences, poor mental health, family challenges, reduced access to enrichment opportunities and social disadvantage can have a profound impact on educational outcomes. For many pupils, these challenges exist alongside SEND, including an increasing prevalence of Severe Learning Difficulties and Social, Emotional and Mental Health needs.

Our Pupil Premium Strategy is designed to ensure that disadvantaged pupils receive the targeted support, opportunities and high-quality provision they need to flourish. From the moment pupils join our school, through every stage of their educational journey across our four provisions, we are committed to removing barriers, raising aspirations and enabling success.

High-quality teaching is at the heart of our approach. We know that consistently excellent teaching, informed by robust assessment and a deep understanding of individual need, has the greatest impact on improving outcomes for disadvantaged pupils. Alongside this, we provide carefully targeted interventions, therapeutic support, enrichment opportunities and wider experiences that help pupils develop independence, communication, social skills and readiness for adulthood.

Although this strategy is focused on disadvantaged pupils, our intention is that the approaches outlined will have a positive impact on all learners at Samuel Cody School. Many of the barriers associated with disadvantage affect pupils across our community regardless of their eligibility for Pupil Premium funding. Consequently, our investment in high-quality teaching, inclusive practice,

wellbeing and personal development is intended to strengthen outcomes for all pupils whilst ensuring disadvantaged learners receive the additional support they require.

At Samuel Cody School, we have considered the challenges faced by our most vulnerable pupils, including those with complex SEND, SEMH needs, looked after children, young carers and those supported by social services. The activities outlined within this strategy are designed to support these pupils alongside our disadvantaged cohort and ensure that every learner is given the opportunity to succeed.

Implicit within our intended outcomes is the expectation that attainment, progress, engagement, attendance, wellbeing and preparedness for adulthood will improve for disadvantaged pupils, whilst outcomes for their non-disadvantaged peers are sustained and strengthened. Our approach is rooted in robust diagnostic assessment, evidence-informed practice and a thorough understanding of each pupil's individual strengths and needs. We will not make assumptions based on labels or circumstances; instead, we will respond to what each child needs to achieve their potential.

Over the course of this strategy, we will endeavour to ensure that:

- Disadvantaged pupils are challenged, supported and empowered to achieve their full potential.
- Barriers to learning are identified early and addressed through timely and effective intervention.
- Pupils develop the independence, resilience and social skills required for successful adult lives.
- All pupils have access to a rich, broad and balanced curriculum, including meaningful enrichment opportunities.
- Mental health, wellbeing and personal development remain central to our provision.
- Inclusion continues to underpin every aspect of school life across Primary, Secondary, Cody Oaks and Cody Coppice.
- Resources are used strategically and evaluated rigorously to ensure maximum impact and value for money.

Through this strategy, Samuel Cody School will continue to champion equity, opportunity and excellence, ensuring that every pupil is supported to become the very best version of themselves and is prepared for a successful future.

Challenges

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

Challenge number	Detail of challenge
1	**Communication, Language and Learning Readiness** Many of our disadvantaged pupils arrive with significant gaps in communication, language, literacy and numeracy. Increasing numbers of pupils with SLD further compound this challenge, affecting their ability to access the curriculum, express needs, develop independence and make progress from their starting points. For some pupils, difficulties in cognition, processing, memory and communication create barriers that are intensified by disadvantage.
2	**Social, Emotional and Mental Health Needs** A significant proportion of disadvantaged pupils experience social, emotional and mental health difficulties arising from trauma, poverty, family pressures, adverse childhood experiences, anxiety, low self-esteem and emotional dysregulation. This is particularly relevant within Cody Oaks but is evident across all provisions. These challenges can affect attendance, engagement, behaviour and readiness to learn.
3	**Limited wider life experience and access to Cultural Capital** Many disadvantaged pupils have fewer opportunities to access enriching experiences beyond their immediate home and community environment. For pupils with SEND, these opportunities can be even more restricted. This can limit vocabulary development, social understanding, independence skills, career aspirations and preparation for adulthood
4	**Attendance, Engagement and Family-Related Barriers** Disadvantaged pupils are more likely to experience barriers linked to family circumstances, financial hardship, social care involvement, caring responsibilities, parental mental health challenges and housing instability. These factors can negatively impact attendance, punctuality and engagement with education.
5	**Preparation for Adulthood, Independence and Life Skills** This is arguably the most important long-term challenge. Many disadvantaged pupils require additional support to develop independence, communication, social competence, self-advocacy and employability skills. Without targeted intervention, disadvantage can significantly reduce pupils' ability to access successful post-16 destinations and achieve positive adulthood outcomes.

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
Through high-quality teaching, targeted intervention and personalised support, disadvantaged pupils will become increasingly independent learners and make strong progress from their individual starting points in comparison to ALL pupils and their non-disadvantaged peers.	• Gaps in progress and attainment between disadvantaged and non-disadvantaged pupils are reduced where appropriate, taking account of individual needs and starting points. • A streamlined assessment system will enable Senior Leaders to analyse a range of progress measures for our disadvantaged learners. • Pupils demonstrate improved expressive and receptive communication skills, evidenced through assessment data, EHCP outcomes and classroom observations. • Pupils show greater independence in learning, problem-solving and self-advocacy across all provisions.
Disadvantaged pupils will develop the emotional literacy, resilience, self-regulation and wellbeing skills necessary to engage successfully in learning and school life. Through a consistent therapeutic approach, targeted pastoral support and strong relationships, pupils will feel safe, valued and supported, enabling them to improve participation, behaviour and readiness to learn as well as a feeling of belonging. Pupils will be equipped with effective strategies to recognise, communicate and manage their emotions, supporting positive outcomes both in school and in preparation for adulthood.	• Disadvantaged pupils demonstrate improved emotional regulation and resilience, evidenced through behaviour data, pupil voice, observations and individual support plans. • Behaviour incidents, dysregulation episodes and exclusions/reduced timetables decrease over time for disadvantaged pupils. • Pupils report feeling safe, supported and included within their school community through pupil surveys and wellbeing measures. • Targeted therapeutic, pastoral and mental health interventions demonstrate positive impact on pupils' wellbeing and readiness to learn. • Staff consistently use trauma-informed and relational approaches that support disadvantaged pupils to remain engaged in learning.
Disadvantaged pupils will have equitable access to a rich range of educational, cultural, social and enrichment experiences that broaden their horizons, raise aspirations and enhance their personal development. Through planned opportunities across all four provisions, pupils will develop greater confidence, independence, communication skills and understanding of the wider world.	• Disadvantaged pupils actively participate in a wide range of enrichment activities, educational visits, residential experiences, outdoor learning opportunities and community-based learning. • Pupils demonstrate increased knowledge and understanding of the world beyond their immediate experiences, evidenced through pupil voice, curriculum assessment and classroom engagement. • Pupil voice demonstrates increased aspirations, ambition and awareness of

	future education, employment and community opportunities. • Families report that pupils are accessing experiences that they may not otherwise have had the opportunity to take part in. • Staff accessing additional funding/opportunities
Disadvantaged pupils' attendance will improve over time in comparison to ALL pupils and their non-disadvantaged peers through strong partnerships with families, targeted pastoral support and proactive intervention from Senior Leaders.	• Attendance for disadvantaged pupils improves over time and is increasingly in line with, or above, national averages for similar settings. • Rates of persistent absence among disadvantaged pupils reduce year-on-year. • Rates of severe absence among disadvantaged pupils reduce year-on-year. • Early identification and support systems effectively address barriers linked to family circumstances, financial hardship, social care involvement, caring responsibilities or mental health needs. • Families engage positively with school support services and report feeling supported in overcoming barriers to learning. • Pupils report feeling a sense of belonging to school, are valued by staff and motivated to attend and participate in learning.
Disadvantaged pupils will develop the independence, communication and language, employability, social and self-advocacy skills needed for successful adulthood. Through targeted support and meaningful real-life experiences, pupils will be well prepared for their next stage of education, employment, training and participation in their communities.	• Targeted Communication and language work across all four areas of the school enables disadvantaged pupils to increase self-advocacy • Bespoke careers work enables disadvantaged pupils to demonstrate increased knowledge of their post-16 options and career pathways • Disadvantaged pupils successfully transition to appropriate post-16 destinations, education, training, supported internships, employment or adult provision. • Pupil voice demonstrates increased confidence, aspiration and understanding of future opportunities and life beyond school.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *113,956*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of Pastoral and Behaviour roles within school	Many disadvantaged pupils at Samuel Cody experience social, emotional and behavioural barriers that impact their engagement with learning. Creating a dedicated pastoral and behaviour support role increases the school's capacity to provide early intervention, consistent support and personalised strategies, helping pupils to remain in class, improve attendance and access learning more successfully. Behaviour interventions | EEF	2, 3 & 5
Retention of two Family support link workers	Many disadvantaged pupils experience barriers beyond the classroom, including family hardship, poor attendance, mental health difficulties and social care involvement. Our Family Support Link Workers enable early identification of need, strengthen home-school partnerships and provide targeted support to families. Parental engagement | EEF	2, 4
CPD budget around trauma informed practice for all staff	Disadvantaged pupils are more likely to have experienced adversity, trauma and adverse childhood experiences, which can affect behaviour, emotional regulation and readiness to learn. Trauma-informed CPD equips staff with the knowledge and strategies to understand and respond effectively to these needs. Metacognition and self-regulation | EEF	2,3 5
Read write Inc training and additional reading resources (Bedrock etc.)	Evidence from the Education Endowment Foundation identifies literacy, reading comprehension and oral language interventions as among the most effective approaches for improving outcomes for disadvantaged learners, helping to close persistent gaps in communication, reading and academic achievement. Phonics | EEF Reading comprehension strategies | EEF Improving Literacy in Secondary Schools | EEF	1
Communication & Language resources and TLR focused on whole school literacy	Evidence from the Education Endowment Foundation highlights oral language interventions as one of the most effective approaches for improving outcomes, particularly for disadvantaged learners, while professional development helps ensure that communication-supportive strategies are embedded consistently in everyday teaching. Oral language interventions | EEF	1 & 5
Retention of key staff	High-quality teaching is the most important in-school factor for improving outcomes for disadvantaged pupils, and maintaining experienced staff helps preserve expertise, consistency and the effective implementation of therapeutic support. Recruiting, retaining, and supporting teachers | EEF	All 5

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

Budgeted cost: £ 69,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Section F identified provision across the school to ensure that all students have individualised instruction linked to their specific targets.	Evidence from the EEF consistently highlights that approaches tailored to pupils' specific barriers, alongside high-quality teaching and targeted intervention, are most effective in improving outcomes for disadvantaged learners. Individualised instruction | EEF	1, 4 & 5
Trauma informed therapeutic classrooms	Trauma-informed therapeutic classrooms provide calm, predictable and emotionally safe environments where pupils can develop self-regulation, resilience and positive relationships, enabling them to access learning more successfully. Social and emotional learning | EEF, 4 & 5	2 & 4
Continued provision of Digital Technology & resources to aid attainment & intervention	Evidence suggests that technology can be particularly effective when used to support teaching, assessment and targeted interventions, enabling pupils with SEND and additional barriers to learning to make stronger progress and engage more fully in the curriculum. Small group tuition | EEF	
Employment of three THRIVE practitioners to work across the school	Evidence suggests that approaches focused on social and emotional learning, strong relationships and emotional regulation can improve engagement, behaviour and readiness to learn, particularly for pupils who have experienced adversity. Social and emotional learning | EEF	2,4 & 5
Employment of in-house Occupational and Speech and language therapists	Recruiting an in-house Occupational Therapist and Speech and Language Therapist enables earlier assessment, more timely interventions and greater integration of therapeutic support within daily classroom practice, helping pupils to develop the communication, regulation and functional skills needed to access learning successfully. One to one tuition | EEF	1, 2,4
Expanded canine assisted learning sessions to support student engagement	Research into animal-assisted interventions suggests that interactions with trained therapy animals can improve engagement, social interaction and emotional regulation, which is particularly beneficial for pupils who have experienced trauma, adversity, SEND or SEMH-related barriers. Social and emotional learning | EEF Frontiers | Therapy Dogs in Educational Settings: Guidelines and Recommendations for Implementation	2, 3 & 5
Expanded ELSA provision across the school	The mental health and wellbeing of our pupils is vital to their feelings of belonging and self- worth. These interventions have an identifiable and valuable impact on attitudes to learning and social relationships in the school. Social and emotional learning | EEF	2,4 & 5

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

Budgeted cost: £ *27,434*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase enrichment opportunities for ALL students and monitoring of Pupil Premium engagement	The Education Endowment Foundation's guidance on the Pupil Premium highlights that disadvantaged pupils often have reduced access to wider experiences and opportunities outside school. Schools are encouraged to identify these barriers and use funding strategically to address them. Education Endowment Foundation | EEF	3
Employment of a specialist career advisor to work across the school	Careers advice helps disadvantaged pupils to raise aspirations, understand the pathways available to them and make informed decisions about education, employment and training. Research shows that high-quality careers guidance can improve pupils' confidence, motivation and readiness for adult life, particularly for those who may have more limited access to career networks and opportunities outside school. Evidence and Reports | CEC Corporate Web Gatsby Benchmarks Explained Careers at the EEF | EEF	3 & 5
Attendance monitoring strategy across the school	Regular monitoring of attendance and maintaining a high-profile focus on attendance, enables the early identification of barriers that disproportionately affect disadvantaged pupils, allowing timely intervention and support. Supporting school attendance | EEF	4
Increased parental engagement through coffee mornings and workshops responsive to need	Evidence from the Education Endowment Foundation suggests that effective parental engagement can have a positive impact on pupil outcomes, particularly when schools work collaboratively with families to support learning and remove barriers to participation. Parental engagement | EEF	4
Increased trips and visitors allowing access to cultural capital	Evidence from the Education Endowment Foundation suggests that enrichment activities such as outdoor learning, arts participation and cultural experiences can improve engagement, confidence, resilience and motivation, whilst helping to close the wider "opportunity gap" experienced by disadvantaged pupils. The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	1& 3
Continued provision for residential trips and day trips for Pupil Premium students	Inclusion is at the heart of everything we do at Samuel Cody. Ensuring that all children including our disadvantaged children can access our wider curriculum including experiential, hands on visits is fundamental to our school vision. Physical activity | EEF BrilliantResidentials_their-impact-on-children-young-people-schools_FINAL.pdf	1& 3
Continued provision to supply specific equipment and uniform to Pupil Premium students	There is strong practical and policy evidence that removing financial barriers (including uniform, equipment, technology and participation costs) improves access, attendance, inclusion and engagement for disadvantaged pupils. School uniform | EEF	2 & 4
Continued provision for children to access food, particularly breakfast on arrival at school.	Evidence suggests that access to a healthy breakfast can improve concentration, behaviour and readiness to learn, particularly for disadvantaged pupils who may experience food insecurity. For pupils with complex SEND and SEMH needs, a consistent breakfast provision can contribute to emotional regulation, engagement and successful participation in the school day. National school breakfast club programme - GOV.UK	2 & 4

Total budgeted cost: £ *211,030*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This year marks the beginning of a new Pupil Premium strategy cycle.
Below is the review of the 2023 –2026 strategy:

- **Disadvantaged pupils at least maintain the level of progress they achieved last year in reading, writing and maths.**

  Those who have fallen behind make accelerated progress and catch up lost learning from last year.

  To ensure that all pupils receive access to an intervention programme.

KS 4 English

- In Key stage 4 95% of Pupil Premium students attending school achieved an English qualification in comparison to 97% of All pupils and 100% of Non- Pupil Premium students.
- Of the Pupil Premium students attending AP, 14% (1/7) gained an Entry Level Certificate English.
- 100% of Pupil Premium students sitting Entry Level Certificate English passed.
- 100% of Pupil Premium students sitting GCSE English Language passed with grades 1-5.
- 10% of Pupil Premium students sitting GCSE English Language passed with grades 4 or 5 in comparison to 26% of All pupils and 24% of Non- Pupil Premium students.

KS 4 Maths

- In Key stage 4 85% of Pupil Premium students attending school achieved a maths qualification in comparison to 97% of All students and 100% of Non- Pupil Premium students.
- Of the Pupil Premium students attending AP, 43% (3/7) gained an Entry Level Certificate in Maths.
- 100% of Pupil Premium students sitting Entry Level Certificate maths passed.
- 78% of Pupil Premium students sitting GCSE Mathematics passed with grades 1-5 compared to 75% of ALL students and 91% of Non- Pupil Premium students.
- 10% of Pupil Premium students sitting GCSE Mathematics passed with grades 4 or 5 in comparison to 15% of All pupils and 18% of Non- Pupil Premium students.
- In Key stage 4 85% of Pupil Premium students attending school left the school with qualifications in maths and English and least three other areas.
- A range of literacy and numeracy and reading interventions have been embedded throughout this cycle of the Pupil Premium Report and this continues to be a focus leading into the new cycle, with a focus on greater diagnostic and analysis capabilities.
- Staff across the school have completed training in Read, Write, Inc. and opportunities for direct teaching alongside targeted intervention have been built into timetables across the school.

KS2 SATS

- 10% of Pupil Premium students achieved the Age-related expectations in Reading in comparison to 8.3% of All students and 7% of Non-Pupil-Premium students,
- That 10% compares to 16.8% Nationally of Pupil Premium students with an EHCP who achieved the Age-Related Expectations in Reading.

2 - Pupils have a wide range of experiences that help them to contextualise their learning. School will deliver an engaging, broad and varied curriculum with opportunities for pupils to build cultural capital.

- There are a range of residential opportunities available to children across Samuel Cody including the annual Year 7 Sleep in school event, the year 8 trip to Avon Tyrell and the Year 10 trip to Swanage. Alongside this a range of trips and visits as well as enrichment activities are offered across all sites.

- The children at Samuel Cody have been exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day during this Pupil Premium report cycle. This has included a range of sporting competitions, STEM days, Forest School activities and visits from external providers.

- The enrichment programme in Cody Oaks has developed significantly during this Pupil Premium report cycle with 12 options currently available for students including: Pickleball, Pokemon club, Child development, Just Dance, Darts, Jewellery making and mindfulness, Sewing, Forest school, cookery, boardgames/chess, fishing and hair and beauty. These enrichment activities alongside regular pupil voice opportunities to adjust and adapt have helped to further broaden the experiences available to pupils in that part of the school.

3 - Pupils with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.

- Family support workers and mental health leads are established and are available across the whole school to help identify and support pupils and work with them to help try to alleviate some of their most significant barriers to learning.

- TEACCH stations are now embedded across the primary department and at Cody Oaks and anecdotal feedback suggests a reduction in behaviour incidents for these cohorts across this cycle.

- There are systems in place to ensure that identified pupils (with a focus on Pupil Premium) are invited to FEIPS, ELSA, sensory room support and Lego Therapy sessions with a range of support staff.
- Listening spaces are now available across the school time to those pupils and students who are experiencing issues with mental health. As a result, pupil questionnaires will show that they feel supported and additional barriers alleviated where possible.

- Zones of Regulation is now used across the school including Cody Oaks and students are becoming increasingly able to label their emotions, recognise when they need to regulate and have a personal toolkit to enable them to do so.

4 - Pupils are taught by staff who are equipped to use ELKLAN speech and language strategies to improve accessibility to the curriculum.

- Whilst the Elklan course was delivered during this Pupil Premium Report cycle there were obstacles to its implementation. Communication and language provision for All learners including those in receipt of Pupil Premium will be a specific focus on the school SIP and new Pupiil Premium report following internal analysis of need alongside Ofstad's visit in the Summer term of 2026.

5 - To achieve and sustain improved attendance for all students, in particular for our disadvantaged students.

ALL Pupils				
	23/24	24/25	25/26	3 year average
Whole school	84%	85%	82%	84%
Primary	91%	90%	89%	90%
Secondary	88%	90%	90%	90%
Cody Oaks	66%	69%	63%	66%

Pupil Premium				
	23/24	24/25	25/26	3 year average
Whole school	79%	81%	78%	79%
Primary	88%	91%	91%	90%
Secondary	86%	89%	88%	88%
Cody Oaks	59%	64%	58%	60%

- Across the 3 years of this Pupil Premium Report the gap between whole school Pupil Premium attendance and that of All Pupils is -5%. There has been slight improvement across the 3 years of the plan with -5% gap in 23.24 rising to a -4% gap in 25.26.
- Attendance of All pupils but particularly those in receipt of Pupil Premium will continue to be a focus of the Pupil Premium Report and the school SIP moving forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc (RWI)	Ruth Miskin