

## Pupil premium strategy statement

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

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

### School overview

Detail	Data
School name	South Nottinghamshire Academy
Number of pupils in school	824
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr D Philpotts
Pupil premium lead	Mrs L Sharpe
Governor / Trustee lead	Mr A Jefferson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,543
Recovery premium funding allocation this academic year	£21,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,003.64

# Part A: Pupil premium strategy plan

## Statement of intent

While creating our PP Strategy, we recognise the importance of considering the context of South Nottinghamshire Academy and the subsequent challenges faced. We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'. As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of **high expectations** for all with no ceiling on achievement
- **Quality First teaching** at the core of our approach
- **Building strong relationships across the school** – both staff-student and student-student
- **Individualised approach** to address barriers – rather than access to generic support and focusing on students nearing end of KS4
- Focus on improving **outcomes for individuals** – rather than on just providing strategies
- Relentless focus on **language** – with reading, writing and oracy skills at the heart of our strategy
- **Clear, responsive leadership** – setting high aspirations and responsibility for raising attainment to all staff.

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the school and student priorities change. We also ensure that in order to make the biggest difference we focus on a small number of strategies.

Our ultimate objectives are:

- To narrow the attainment gap between pupil and non-disadvantaged students.

- For all disadvantaged students to make or exceed nationally expected progress rates (P8 =0)
- For all disadvantaged students to have attendance of around national average of all students (94.4%)
- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	To improve the progress of Pupil Premium students – in particular boys. Closing the gap between boys and girls attainment will remain a focus over the three years of this strategy.
2	To improve reading ability levels of PP students - especially at Key stage 3 to ensure all students are 'GCSE ready' at the end of year 9. Some PP students have below chronological reading ages with some significantly below.
3	To continue to improve engagement and participation of some students within lessons - reducing behaviour incidents for PP and the number of exclusions. This will be done by addressing gaps in needs at lower levels of Maslow's hierarchy of needs such as safety or physiological to ensure students are "ready to learn".
4	To improve attendance of PP students and reduce the number of persistent absentees. Helping to remove barriers to attendance, early intervention and working closely with families to ensure attendance of PP students is in line with non-PP students.
5	To provide additional support for PP SEN students in order to support and increase progress. SEN students achieve very well at SNA but a small progress gap continues between PP and non-PP SEN students.
6	To provide a broad, rich curriculum and wider curriculum experiences to PP students to improve cultural capital where financial means are not a barrier to participation.
7	To raise career aspirations for all PP students and offer support in securing their next stage of employment or education. Increase the number of PP students continuing into further education and high-quality work based training. Support for PP in raising aspirations for PL starts from year 7s through to year 13.

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
1) To improve the progress of PP students – in particular boys	<ul style="list-style-type: none"> <li>• Pupil Premium Progress 8 is ZERO or POSITIVE meaning PP students at SNA achieve in line with other students nationally.</li> <li>• Value added at year 13 is ZERO or POSITIVE for PP students</li> <li>• Where progress is negative, students have been closely monitored and placed on appropriate support plans to address individual needs. Additional support and intervention is used to effectively remove barriers for attainment.</li> <li>• All PP students in year 11 have academic mentoring each week with a member of the senior team</li> <li>• All underachieving PP students (particularly boys) are identified and mentoring programmes used to support</li> <li>• All PP students participate in the SuperLearner programme at tutor time within school</li> <li>• All staff receive CPD on improving progress of PP students and regular CPD to improve teaching and learning within the classroom.</li> <li>• Regular leadership progress meetings (ZORBA) to monitor the progress of key PP students throughout year</li> </ul>
2) The reading ages of PP students increases	<ul style="list-style-type: none"> <li>• Reading ages of PP students improve to be at least in line with chronological age.</li> <li>• All PP students in years 7 and 8 have a weekly accelerated reading lesson</li> <li>• All PP in years 7-9 students have daily Drop Everything and Read</li> <li>• Reading ages of all PP students are shared with staff</li> <li>• Staff receive CPD training in improving reading in the classroom</li> <li>• Reading intervention programmes are used to support PP learners who are below chronological reading age</li> <li>• In students where reading is significantly below chronological age, the progress in reading is accelerating through catch up programmes.</li> </ul>
3) Levels of engagement and participation in lessons increase	<ul style="list-style-type: none"> <li>• High expectations of the conduct of all students in lessons and around school</li> <li>• High quality teaching promotes high levels of engagement</li> <li>• Praise is widely used to encourage and motivate PP students</li> <li>• A schoolwide focus on the importance of positive staff-student and peer-to-peer relationships are embedded and reinforced across school</li> <li>• School behaviour policy is used consistently by staff across school.</li> <li>• Average numbers of behaviour incidents for PP students reduce year on year – students with high behaviour incidents are placed on Behaviour Support Plans in consultation with families.</li> <li>• Post-exclusion provision is comprehensive and purposeful and reduces re-offences</li> </ul>

	<ul style="list-style-type: none"> <li>• For students with additional needs, a Behaviour Support plan is created which is reviewed regularly with SLT and inclusion staff</li> <li>• For students with significant SEMH needs, a bespoke provision map is created, often with the support of external agencies to remove barriers to learning and meet individual needs.</li> <li>• PP students without correct equipment or uniform are provided for.</li> <li>• Breakfast clubs and school dinner provision ensure no students enter classroom environment hungry.</li> </ul>
4) Improved attendance of PP	<ul style="list-style-type: none"> <li>• Attendance of PP students is in line with or above national average</li> <li>• School attendance policy is followed consistently</li> <li>• First day calls are made promptly and attendance of PP students is prioritised</li> <li>• Close home-school links are formed with families where attendance is a concern</li> <li>• For PP students with poor attendance, early intervention plans supported by both pastoral and attendance teams identifying barriers to attendance and seeking to remove them</li> <li>• Attendance and safeguarding/pastoral teams work closely together abs attendance of PP students are monitored closely</li> </ul>
5) PP SEN students make good progress in school	<ul style="list-style-type: none"> <li>• All SEN students have a Pen Portrait that is shared with teaching staff</li> <li>• The curriculum is fully inclusive and is not narrowed for any PP student</li> <li>• PP students are appropriately grouped within the curriculum and curriculum pathways and options processes are supported.</li> <li>• The progress of SEN students is closely monitored by the SENCO and House Teams</li> </ul>
6) Provide a broad, rich curriculum and wider curriculum experiences to PP students to improve cultural capital where financial means is not a barrier to participation	<ul style="list-style-type: none"> <li>• PP students have a full curriculum offer that is not narrowed in any year group</li> <li>• PP students are guided onto appropriate challenging pathways for KS4 study</li> <li>• Participation of PP students in all school events, clubs and experiences outside of the classroom is representative of school demographic at least between 20-23% depending on year group.</li> <li>• PP students are targeted and invited to attended extra-curricular provision – attendance to these are monitored</li> <li>• Themed weeks widen the experiences and provision for students across the school. PP students are subsidised so are able to participate fully in every event including trips.</li> <li>• PP students are supported in finding suitable work experience places</li> <li>• Departments have fully mapped the wider curriculum provision and consider how their subjects support building ‘cultural capital’</li> </ul>
7) To raise aspiration levels and support for	<ul style="list-style-type: none"> <li>• All PP students take part in the SNA SuperLearner programme – a bespoke tutor time programme designed to increase aspiration and improve metacognition and other learning skills.</li> </ul>

<p>all PP students in securing their next stage of employment or education</p>	<ul style="list-style-type: none"> <li>• All PP students in year 11 have academic mentoring with a senior member of staff</li> <li>• All year 9 PP students visit a university</li> <li>• Careers skills are linked across the curriculum – all departments map how they prepare students for life beyond school.</li> <li>• Themed weeks increase student awareness of careers and teach work related learning skills.</li> <li>• Tutor time programme includes a career focus.</li> <li>• Careers events are organised that support students in all year groups understand the opportunities that are available for them beyond school</li> <li>• All PP learners are supported into further education or training during year 11</li> <li>• Increasing numbers of PP students are recruited into Sixth form.</li> <li>• PP students who complete A-levels are successful in applying to university or high quality work-based training.</li> </ul>
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## Activity in this academic year

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

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased curriculum staffing at KS3 to allow for six form entry (for 150 students). Also allows for smaller class sizes – especially for LA students in core subject (<15).	<p>Reduced class sizes to better support HA and LA learners – in particular SEN students.</p> <p>Allows for more teacher-student interaction to develop relationships</p> <p>Reduced class sizes for practical subjects improving curriculum access.</p> <p>Reducing class size has a small positive impact of +2 month, on average.</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</p>	1, 3, 5
Extensive CPD programme for all staff on Pupil Premium, Teaching and learning strategies, addressing the disadvantaged gap and metacognition and self regulation	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. 7 months (EEF)	1, 3
CPD on explicit teaching of reading comprehension strategies	Reading comprehension strategies are high impact on average (+6 months) (EEF)	2
“Let’s think in English” lessons for all year 7 and 8 students	Reading comprehension strategies are high impact on average (+6 months) including metacognitive talk to model strategies	1, 2, 3
Purchase of reading materials for the library	Reading comprehension strategies are high impact on average (+6 months)	2
Daily Drop Everything and Read each day	Reading comprehension strategies are high impact on average (+6 months)	1, 2
Focus on Oracy across the curriculum including dedicated oracy time during weekly tutor time slots	On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.	1, 2, 5
<b>Rich curriculum experiences</b> All PP students have access to a broad and rich curriculum	Arts participation adds +3 months of progress Physical Activity add +1 month of progress	1, 3, 6

across the school. The curriculum delivery is supported by opportunities for trips and experiences to build cultural capital especially for the most disadvantaged. Fully funded Themed weeks for all FSM students across years 7-10. Compulsory school trips are funded for FSM (and PP where possible)		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading support programmes for PP learners <ul style="list-style-type: none"> <li>• Toe by Toe</li> <li>• Lexia</li> </ul>	Reading comprehension strategies are high impact on average (+6 months)	2, 5
English and Maths Learning Mentor Support working with PP students within and outside of lessons	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF – one to one tutoring +5 months Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. +4 months	1, 2, 5
Tutor time mentoring for all Year 10 and 11 PP students.	Mentoring = +2 months progress In general, mentoring aims to build confidence and relationships, to	1, 2, 5, 7



House Progress Co-ordinators also support PP students across all year groups	develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	
Period 6 Programme and Holiday Revisions	Extending school time + 3 months impact EEF Toolkit –	1, 3, 7

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-funded bus at 4pm every day for Cotgrave students to support attendance to afterschool provision, clubs and detentions	EEF Toolkit – Arts participation + 3 months impact EEF Toolkit – Extending school time + 3 months impact EEF Toolkit – Physical activity +1 month impact EEF Toolkit - Small group tuition + 4 months impact	1, 3, 4, 5, 6, 7
Minibus transport available for all parent events in school	Parental Engagement +4 months (EEF)	1, 3, 7
Intensive support for families in crisis including breakfast club, mentoring, uniform support, home-school liaison and involvement with external agencies.	Parental Engagement +4 months (EEF)	1, 3, 4
Increased staffing in Attendance team through improved home-school relationships from Attendance team and mentoring and support provided by House Progress Co-ordinators (HPC)	EEF Toolkit – Parental Engagement – +4 months impact	1, 4
Increased staffing in Curriculum Support Unit (including mentoring support for PPstudents and liaison with wider agencies)	Behaviour interventions +4 months (EEF)	1, 3, 4
Wellbeing lead appointed within staff to promote wellbeing strategies for students and staff.		1, 3, 4

**Total budgeted cost: £ 295,000**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### **Teaching and Learning**

Based on subject and whole school quality assurance activities, the vast majority of SNA teaching staff are consistently delivering effective lessons in line with their career stage. Evidence from previous faculty reviews and Trust Short Notice Reviews have demonstrated that staff have increased the expectations regarding effective lesson outcomes, high quality retrieval starters to lessons, and consistent use of engaging and purposeful teaching activities across all subject areas. SNA students have responded positively to this. Work scrutiny focusing on literacy led by our Literacy Coordinator show that staff are providing increased opportunities for students to engage in extended writing within lessons.

#### *3 Areas of Effective T&L Practice:*

1. Effective Teaching and Learning can be observed across all subject areas.
2. Routines are well established across the classrooms.
3. Teachers know students very well, and as a result, effective pitch and challenge can be seen across all subject areas

Embedding memory and recall opportunities, establishing the teaching of wider personal development skills, and reducing inconsistencies remain a key focus for SNA teaching moving forwards.

These will continue to be areas for focus in our 3-year strategic plans 2021-2024. Progress 8 for all students has risen steadily from the 2017-2018 academic year (0.22) to the 2018- 2019 academic year (0.32). P8 for 2022 was 0.36.

The gap between PP and non-PP in 2017-18 was 0.94, 2018-19 was 0.57 while in 2019-20 it was 0.39. We were seeing a steady closure of the gap in progress measures between the pupil premium students and the non-pupil premium students; However, since the Covid-19 closures and the disruption due the pandemic, the gap has widened again and the gap has increased to 0.93 again in 2020-2021. In 2022, the gap lowered to 0.53.

It is vital that our focus for 2022-23 on high quality teaching and learning for all students with a particular view to ensuring the pupil premium students are supported and any barriers to learning as a result of the Covid-19 pandemic are eradicated. Pupil Premium students will need to be the main focus for the implementation of 2022-23 catch up tutoring plans.

Curriculum Leaders and Heads of House regularly identify, monitor and evaluate the impact of interventions put in place for identified key students. These are discussed at a range of meetings such as ZORBA, many of which involve SLT. Curriculum Leaders are also responsible for ensuring high standards of Teaching & Learning in their areas. Heads of House are invaluable in maintaining parental engagement within their House. This has continued throughout school closures as contact with families and ensuring students have access to appropriate work has been as important as ever. Despite every effort to ensure the pupil premium students and their families were supported during the school closure, the GCSE outcomes for 2021; show that the gap between pupil premium students and non-pupil premium

students has unfortunately increased. The Curriculum Leaders and the Heads of House will play a vital role in the plans to be incorporated in 2021-2024.

## **CPD**

A wide range of staff have engaged in a variety of external and internal CPD opportunities to improve T&L, staff motivation, well-being and leadership. Although the lockdown caused inevitable disruption, all courses continued and were simply moved online. Attendance at CPD and training events therefore didn't dip. Staff were able to access high quality CPD over the lockdown. All staff within school are required to utilise Hays online CPD for all their annual safeguarding training and assessment.

CPD during 2021-22 included:: Reading (lead by Head of English), Extended Writing (led by Literacy Co-ordinator), Effective teaching over Microsoft Teams, Quality First teaching and Awarding Centre Assessed Grades. All CPD included specific reference to progress of PP students.

CPD for 2021-24 is a significant part of our three year plan and will include more specific CPD on T&L strategies identified from research that will benefit disadvantaged learners.

## **Targeted Academic Support**

All PP students in year 11 had an academic mentor; this included regular contact/meetings and providing students with additional revision workbooks and materials and ensuring they were fully equipped. Regular contact was made during lockdown months to ensure the students were on track and supported.

## **Targeted reading interventions**

Year 7 and 8 PP students made greater progress in their reading age than the average for the year group (15.3 months over a 10-month period and 31 months over an 18 month period respectively). RIP meetings focused on individual students with considerations given to which interventions would be necessary. A member of staff was employed to support one to one reading including Toe by Toe – a five-month period saw Toe by Toe scores increase by an average of 27 per student.

## **Wider Strategies**

Extra curricular - SNA + offer provides a very comprehensive and extensive range of activities which span far wider than the subjects on offer during the course of the school day. The late bus was provided free of charge again this year to ensure all students can attend after school clubs and provisions. The planned trips were unfortunately unable to take place this year. The SNA+ offer and trips will continue next year, subject to any government guidelines due to COVID19. A focus of 2022-23 is to increase monitoring of attendance to clubs using the SIMS MIS system

The biometrics system enables a cashless academy and leads to an increased uptake of Free School Meals (FSM) by eligible pupils. In extreme cases of hardship, we have supported young

people and their families to access the full curriculum and extra-curricular activities on offer. The breakfast club was expanded in 2021 to reflect changes in family need.

Independent study/homework - The school continues to invest in Satchel One as the main tool to ensure consistency in the setting and monitoring of homework for all students across the school. The introduction of academic catch-up sessions as part of the tutor time programme enables tutors more time to help students access their homework on school devices, especially for our more vulnerable PP students who benefit from this extra support. The roll out of over 100 laptops to households in need as well as 12 internet 4G routers enabled some of our more deprived students access on a suitable device.

97% of our PP students have accessed Satchel One last academic year. 12,759 pieces of work were set using the software last year (down from 16,278 in 2019-20 due to lockdown work moving to Teams but up from 8,897 in 2018-19). Annual reports sent by Satchel One consistently rank the school as 'High' in Teacher, Student and Parental engagement in the software compared to similar school nationally. In 2022, SNA switched to Classchart which has 100% uptake from PP students and is a widely used platform for homework setting, setting house points as well as for announcements and communication with students and parents.

## **Careers**

Careers research, advice and guidance starts in Year 7 at SNA and runs through to Year 13 and beyond via our Alumni. Our aim is to ensure that students have the skills, qualities and capabilities required by the UK and global labour market. Our careers programme aligns to the 8 Gatsby Benchmarks, ensuring that our students to become "well rounded" individuals, who stand out from the crowd, making the most of the opportunities available to them. We will help students to understand about labour market information and what they need for academic success. There is a strong focus on transferable skills and the qualifications needed to fulfil their ambitions.

All our students in years 7 to 13 have access to high quality, impartial advice on career opportunities, in order to ensure that they progress onto appropriate sixth forms, further education colleges, apprenticeships, or traineeships. On leaving SNA, all students will have a clear plan in place for Post 16 and Post 18 destinations.

Careers education and guidance is vital to enable students to learn, achieve and ultimately realise their ambitions. We work together as a whole team, to ensure that the understanding of careers and skills is embedded in curriculum learning. This enables our students to make well-informed decisions in Year 8 in respect of academic/vocational option choices, at Year 11 for transition to Post 16 education and at the end of Year 13 for transition to Post 18 destinations. We offer impartial, independent information and guidance about the range of options for all career pathways and we are proud of student success through apprenticeships, FE and university pathways.

Our school leavers work closely on their careers management skills with our Careers Adviser, in order to establish which pathway is realistic for them. We support social mobility and our PP students are prioritised, based on a weighting criteria, referred to as Risk of NEET. NEET figures for SNA are consistently low, with the majority of students progressing into a very

positive 'next step' in their career journey. We continue to build our Alumni programme, keeping in touch with ex students, who are always keen to share their journey to inspire others.

At the heart of the Academy is an affinity with the world of work. We work closely with a range of large and SMEs, universities and charities and this was recognised when we became Winners of the Chamber of Commerce Education and Business Partnership Award in 2019. This award recognises the life-long education for all, embedding a whole school careers culture and the creation of sustainable business partners across the region and beyond. We support local charities each year and in 2020 our team of Enactus Next Gen Leaders became Regional Winners for their SNAid project, which aligned closely with employers, the community and 2 charitable organisations. Our longer term vision is to obtain the Career Mark Award, which will showcase that we are committed to preparing students for life beyond school.

Careers features each term, in our school newsletter and regularly via our social media and website. This ensures that parents and other stakeholders are kept up to date with careers learning, themed weeks and other careers focused events, which we provide throughout the year.

SIMS allows all teaching staff to quickly identify PP students in their lessons as they take the register and to monitor the data for these students in staff marksheets. SISRA allows data to be easily analysed to inform future planning at classroom teacher, department and whole school level. Groups such as PP students can be easily identified allowing interrogation of data and can therefore be used to inform interventions.

P4YP is an 'early help' provision which supports vulnerable families through family liaison and interventions. Throughout 2021-22, there were a number of families of PP students supported by these interventions that included;

- Assistance to families needing CAHMS referral
- Re engagement of students with prolonged absence
- Assistance with re-housing
- Bereavement support
- Food parcels
- Emotional support

The Curriculum Support Unit helped students with the removal of potential barriers to learning, progress and achievement.

PP students across all key stages accessed regular support from Inclusion in 2021-22. This included social, emotional and behavioural support. A range of interventions took place through 'Behaviour Support' ranging from anger management, stress-release and calming techniques to friendship/bullying work and mediation. Some students also received bespoke interventions for more serious issues where the need arose. Students are usually very positive about the support and help they receive from this intervention and feel better equipped for the future once they have a range of techniques to draw on. Pupil premium students across KS3/KS4 accessed this in depth support last academic year.

Reintegration - The Redhill Trust Reintegration Centre aims to re-educate, re-focus students and reintegrate students, who have previously made poor behaviour choices in their respective/home schools within the Nottinghamshire Hub of the Redhill Academy Trust. The

Centre aims to reduce fixed-term and permanent exclusions by providing intervention; support; mentoring and the skills to empower students. This approach it is believed will assist the young people moving forward with better decision making regarding future behaviours. Within our records we can show that a significant number of days of Pupil Premium FTE have been saved by RIC referral rather than exclusion to home, ensuring that educational provision continues albeit not in a mainstream setting.

Students referred to The Centre from SNA complete work in a combination of the following areas.

- Curriculum based/Thematic Booklets.
- Solution Focused Brief Therapy 1:1 discussions.
- Intervention work based on Anger Gremlins.
- Intervention work based on Anxiety Gremlins.
- Investigative work around aspirations and future career pathways.

This it is felt best supports the students in their reflection, mind set assessment and reintegration to the mainstream setting.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider