

## Pupil Premium Strategy Report 2023 – 2024 (3 year plan)

### School overview

Detail	Data
School name	Cambridge Park academy
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	18/9/2023 (original 3/12/21)
Date on which it will be reviewed	15/9/24
Statement authorised by	Steve Kernan Headteacher
Pupil premium lead	Steve Kernan
Governor / Trustee lead	Connor Hotson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131, 780
Recovery premium funding allocation this academic year	£ 93,070
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	£224,850

# Part A: Pupil premium strategy plan

## Statement of intent

Cambridge Park Academy is located within North East Lincolnshire which has high levels of deprivation. Most of the pupils attend from Grimsby and surrounding areas. Over a third of the children in Grimsby live in. This is mirrored by the high proportion of disadvantaged children within the academy.

We want to make sure that pupils are not further disadvantaged by the compounding challenges they and their families face by having a special educational need.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our overall aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who can flourish and contribute positively to society now and in later life as adults. To meet this aim, we recognise that the pupils' and their families' broader needs require support.

Focusing on person-centred reviews of pupils' needs and provision will ensure that pupils are safe and well, and upon this foundation, pupils will make strong progress across a wide range of measures.

Our strategy is forward planning and aims to achieve sufficiency and sustainability in improving pupil and family outcomes, with reference to [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#)

1. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school.
2. Quality First Teaching helps every child – quality first teaching must be always at least good for all children – this means investing time in supporting and developing staff at all stages in their careers. This needs to be heavily supplemented with specialist support and intervention.
3. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils have moderate, severe, and complex learning difficulties. This results in communication difficulties, difficulties in processing information, sensory and emotional regulation needs. This particularly impacts on disadvantaged pupil's ability to access learning, including the fundamental skill of reading.
2	Complex factors impact upon our pupils and their families, particularly disadvantaged families. These are often linked to the child's disability e.g., accessibility of home: school relationships for parents, limited community participation and social isolation. October 2021 Inspection of North East Lincolnshire found Children's services to be inadequate. This means that our disadvantage families may not be receiving the support they need
3	Due to their disability our pupils have limited social and cultural experiences outside of school, particularly disadvantaged families. This impacts on their wider learning, inclusion, and positive self-esteem.
4	Navigating adult services is incredibly challenging for our pupils and their families. It is essential that the school supports this process to ensure all our pupils move on to high quality provision, particularly disadvantaged families.
5	Although attendance is higher than the national average for special schools there is a slight increase in persistent absence for disadvantaged pupils

## 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
Disadvantaged pupils' severe and complex learning difficulties, particularly their communication and sensory needs are well-supported. Consequently, pupils can access learning and reach their full potential.	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>- Disadvantaged pupils will progress and achieve across a broad range of holistic measures.</li> <li>- There is no distinguishable gap between the attainment of disadvantaged and non-disadvantaged pupils.</li> </ul>

	<p>By 2022-23</p> <ul style="list-style-type: none"> <li>- Review of pupil progress measures including IEPs (Individual Education Plan), phonics, impact data for disadvantaged pupils demonstrate progress across all the 4 areas of need, as set out in the SEN code of practice.</li> </ul>
<p>Disadvantaged pupils reading fluency is in line with non-disadvantaged pupils, and as a result pupils can access and engage in full range of curriculum areas.</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>- Disadvantaged pupils will progress and achieve to be free readers with strong skills in decoding and spelling (this will be measured at a developmentally and cognitively appropriate level)</li> <li>- There is no distinguishable gap between the attainment of disadvantaged and non-disadvantaged pupils.</li> </ul> <p>By 2022-23</p> <p>Ensure high quality teaching of phonics across academy, with catch up / interventions planned effectively for disadvantaged pupils</p>
<p>Parents of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child's learning.</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>- Parents work in partnership with the school to identify and support their children with personalised learning outcomes.</li> <li>- 100% of disadvantaged families will attend and engage in the EHC process.</li> </ul> <p>By 2022-23</p> <ul style="list-style-type: none"> <li>- Increased participation with families, through face-to-face events e.g. phonics and reading, transition, e-safety (making accessible virtually where appropriate).</li> <li>- Introduction of course/ training work-shops for families</li> </ul>

<p>Improved attendance, a reduction in persistent absence.</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>- The attendance gap between disadvantaged pupils and others in school is in line with national average.</li> </ul> <p>By 2022-23</p> <ul style="list-style-type: none"> <li>- Percentage of disadvantaged pupils who are persistently absent will further reduce.</li> </ul>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>- All disadvantaged pupils will access high quality community learning activities that prepare them for successful transition to adult placements.</li> </ul> <p>By 2022-23</p> <ul style="list-style-type: none"> <li>- Established programme of community engaged and learning events</li> </ul>

## 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: £148560

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Ongoing whole staff training based upon the new 'Teacher Development' materials to ensure a research based approach to securing consistent quality-first teaching</p> <p>Training for all staff on autism best practice through AET modules</p> <p>Ensuring consistency of SCERTS principles and embed visual</p>	<p>National and Trust wide Teacher Development system will embed the 'golden thread' of the ECF and link directly to the wider NPQ programmes. DfE's effective approaches to teaching will inform training, monitoring and appraisal processes directly linked to the Teacher Standards</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>AET mission is to empower the education workforce and support them in securing a positive education that supports well-being for all autistic children and young people <a href="http://www.autismeducationtrust.org.uk/">www.autismeducationtrust.org.uk/</a></p> <p>SCERTS research indicates that pupils with social communication needs benefit from a wide-ranging, holistic approach to supporting their wider communication needs within an embedded framework approach. This focuses on identifying pupils needs, staff transactional</p>	<p>1,3</p>

<p>support for all pupils who require it.</p> <p>Targeted communication assessments for disadvantaged pupils at social partner stage of communication that have little or no formal communication systems</p>	<p>support and emotional regulation. 'SCERTS in ACTION' is a strong working model which enables practitioners to work actively with identifying and working on key areas of learning: <a href="http://scerts.com">Research (scerts.com)</a></p> <p>The National Autistic Society recognises the benefits of personalised learning which targets pupils' social communication skills. <a href="http://autism.org.uk">Research (autism.org.uk)</a></p> <p>NASEN/SEND Gateway recognises that children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction: <a href="#">Communication and Interaction   SendGateway</a></p> <p>Dedicated specialist independent S&amp;L Therapist employed by the school. Evidence of this support indicates a high level of engagement and progress made by individuals and small groups of pupils</p> <p><a href="https://www.gov.uk/government/publications/best-start-in-speech-language-and-communication">https://www.gov.uk/government/publications/best-start-in-speech-language-and-communication</a></p>	
<p>The sensory lead will work with teachers and the wider staff to better identify and further improve pupils' sensory regulation needs</p> <p>Commissioned sensory integration</p>	<p>Along with difficulties in communication, social interaction and rigidity of thought, many people on the autism spectrum also experience sensory issues: <a href="http://autismwestmidlands.org.uk">Sensory Issues March 2019.pdf (autismwestmidlands.org.uk)</a></p> <p>Action research with the Hull Sensory team and courses accessed via Julia Dyer, indicates that many pupils with autism and</p>	<p>1 and 3</p>

<p>assessment for targeted disadvantaged pupils who struggle to regulate physically and emotionally.</p> <p>Purchase of, and daily access to recommended sensory equipment</p>	<p>complex needs have significant sensory processing difficulties. This action research has also indicated that pupils' regulation needs may be supported through targeted sensory activities: <a href="#">Teachers And Professionals   Julia Dyer Children's physiotherapy practice   North West England UK</a></p> <p>NAS recognises that there is a continuum of sensory perceptual differences for autistic people. Some children have significant sensory differences while others less so. Understanding each autistic child's distinct sensory differences is essential to effectively teach and support them: <a href="#">Top 5 autism tips: managing sensory differences</a></p> <p>Through her research, Olga Bogdashina recognised that though we live in the same physical world and deal with the same 'raw material,' differences in sensory functioning create invisible walls between autistic and non-autistic people: <a href="#">Sensory Issues   Olga Bogdashina</a></p>	
<p>The English Team will work with teachers and the wider staff to ensure the early reading scheme, (Read Write Inc ) is embedded across all pathways in the school where this is developmentally appropriate. Focus on high quality CPD for support staff- ensuring all staff who have not received training undertake direct face to face training</p>	<p>Early Reading framework, "finding ways to engage students in reading may be one of the most effective ways to leverage social change": <a href="#">The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</a></p> <p>Adults have a vital role to play in modelling effective language and communication. Using a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary support this process.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is a vital component in the development of early reading skills, particularly for children from</p>	<p>1</p>

<p>Additional intervention programmes for disadvantaged pupil to supplement daily phonics session</p> <p>Review of Read Write Inc resources to ensure disadvantaged pupils have resources they can access at home</p> <p>Training of relevant staff in phonological awareness programme, and incorporation of this into reading curriculum for pupils not yet accessing, or failing to make progress through RWI phases</p>	<p>disadvantaged backgrounds: <a href="https://www.educationendowmentfoundation.org.uk/Preparing-for-Literacy-EEF">Preparing for Literacy   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk/">educationendowmentfoundation.org.uk</a>) / Phonics   EEF (<a href="https://www.educationendowmentfoundation.org.uk/">educationendowmentfoundation.org.uk</a>)</p> <p>NIPA Research leads us to the conclusion that all children with speech and language disorders would benefit from assessment of their phonological awareness skills and intervention to a level where they exceed the level of competence of same age children with typically developing speech as a precursor to vocabulary intervention and learning to read.</p> <p><a href="https://research.ncl.ac.uk/phonologicalawareness/aboutphonologicalawareness/phonologicalawarenessdevelopment/">https://research.ncl.ac.uk/phonologicalawareness/aboutphonologicalawareness/phonologicalawarenessdevelopment/</a></p> <p><a href="https://research.ncl.ac.uk/phonologicalawareness/">https://research.ncl.ac.uk/phonologicalawareness/</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £46800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A considerable proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF(educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>The sixth form lead will implement a programme of community learning opportunities for disadvantaged students, embedded within the curriculum.</p>	<p>Targeted work to support young people to develop and maintain friendships and relationships supports them to access their community and feel safe and confident. <a href="#">Friends, relationships, and community inclusion (preparingforadulthood.org.uk)</a></p> <p>Brokering in of curriculum and leadership support from local and regional sources</p> <p><a href="https://www.westsilc.co.uk/oursites/powerhouse">https://www.westsilc.co.uk/oursites/powerhouse</a></p> <p><a href="https://sendlocaloffer.nelincs.gov.uk/preparing-for-adulthood-and-transition-to-adult-life/preparing-for-adulthood-process/#:~:text=The%20process%20starts%20in">https://sendlocaloffer.nelincs.gov.uk/preparing-for-adulthood-and-transition-to-adult-life/preparing-for-adulthood-process/#:~:text=The%20process%20starts%20in</a></p>	<p>3 and 4</p>

	<a href="#">%20Year,about%20their%20options%20and%20ch oices.</a>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £29490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Headteacher, Attendance lead and safeguarding team will regularly review attendance patterns and develop a wider school strategy. This will support pupil's attendance and as swift a return to school as possible for disadvantaged pupils who have experienced social and health issues</p>	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing lessons leaves children vulnerable to falling behind: <a href="#">School attendance: guidance for schools - GOV.UK (www.gov.uk)</a></p>	<p>5</p>
<p>The Wellbeing group in the school, will develop opportunities for support for parents with particularly emphasis on disadvantaged families</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p>	<p>2 and 3</p>

<p>There are a range of bespoke interventions and therapy-based sessions available for those pupils who require additional mental health support</p>	<p>MHST (Mental Health Support Teams) contribute towards the NHS long-term plan by delivering evidence-based interventions for mild-to-moderate mental health issues. The MHSTs (Mental Health Support Teams) provides a tailored offer of direct interventions to individuals, groups of children, school staff and parents: <a href="#">NHS England » Mental health support in schools and colleges and faster access to NHS care / Mental Health Support Teams – Hull CCG</a></p>	
<p>The sixth form lead, in conjunction with the family support team will liaise and work with disadvantaged students, their parents, adult social work teams and local partners to ensure that receiving services are knowledgeable about our student' needs.</p>	<p>Some young people aged 13-19 need a transition plan to help them with their transition into adulthood. This plan is particularly important if the young person needs additional support in school or college, or from Health and Social Services: <a href="#">Transition Planning (preparingforadulthood.org.uk)</a></p>	4

**Total budgeted cost: £224850**

## 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 2022 to 2023 academic year.

Intended outcome	Impact																																
<p>Disadvantaged pupils' severe and complex learning difficulties, particularly their communication and sensory needs are well-supported. Consequently, pupils can access learning and reach their full potential.</p>	<p>Review of pupil progress measures including IEPs (Individual Education Plan), phonics, impact data for disadvantaged pupils demonstrate pupils make good progress across all the 4 areas of need, as set out in the SEN code of practice.</p> <p>Average pupil achievement of PLP targets indicates that there is little difference between the progress made by PP and non-PP pupils:</p> <table border="1" data-bbox="587 875 1385 1480"> <thead> <tr> <th>Term</th> <th>Pupil Premium Pupils Average</th> <th>Non- Pupil Premium whole school average</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>87%</td> <td>85%</td> <td>2%</td> </tr> <tr> <td>Spring</td> <td>87%</td> <td>86%</td> <td>1%</td> </tr> <tr> <td>Summer</td> <td>88%</td> <td>86%</td> <td>2%</td> </tr> <tr> <td>Academic Year</td> <td>87%</td> <td>86%</td> <td>1%</td> </tr> </tbody> </table> <p>The overall standard and quality of T&amp;L has risen sharply across the school and is reflected in EOY data where the gap has closed between PP and non-PP pupils in core areas of the curriculum</p> <p>PP and Non PP English and Maths 2022 23</p> <table border="1" data-bbox="598 1767 1374 2036"> <thead> <tr> <th colspan="3">Pupils working within Phase Curriculum</th> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>93%</td> <td>80%</td> </tr> <tr> <td>Maths</td> <td>87%</td> <td>64%</td> </tr> </tbody> </table>	Term	Pupil Premium Pupils Average	Non- Pupil Premium whole school average	Difference	Autumn	87%	85%	2%	Spring	87%	86%	1%	Summer	88%	86%	2%	Academic Year	87%	86%	1%	Pupils working within Phase Curriculum				PP	Non PP	English	93%	80%	Maths	87%	64%
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### Key Stage 3

Pupils working within Phase Curriculum		
	PP	Non PP
English	85%	88%
Maths	87%	88%

### End of Key Stage 4 and 5 Pupils Gaining Accreditation

KS 4		
	PP	Non PP
English Entry Level	25%	79%
KS 4		
	PP	Non PP
Maths Entry Level	58%	79%
KS 5		
	PP	Non PP
ASDAN PSD	100%	100%
ASDAN Employability	100%	100%

- For those pupils who struggle to engage within certain academic aspects of the curriculum, we have an alternative 'Therapy' offer which aims to offer a more holistic approach towards classroom and learning integration. This includes:
  - Art Therapy
  - Play Therapy
  - Compass Go Mental Health Support (YMM)
  - Music Lessons
- 36% of PP pupils have accessed at least one of these additional offers compared to 13% of non-PP pupils
- 8% of PP pupils have accessed more than one of these additional offers

<p>Disadvantaged pupils reading fluency is in line with non-disadvantaged pupils, and as a result pupils can access and engage in full range of curriculum areas.</p>	<p>Phonics data indicates that PP pupils make accelerated progress at a higher rate than their non-PP peers</p> <ul style="list-style-type: none"> <li>➤ 93% of pupil premium pupils have made good or better progress according to EOY 22/23 data</li> <li>➤ This is a +26% gap between PP and non PP pupils across the school</li> <li>➤ Monitoring of lessons has shown that high quality teaching of phonics is in place across the academy. There is an embedded and codified approach to teaching our chosen SSP</li> <li>➤ A phonological awareness programme is now in place across the school to secure the teaching and learning of a 'pre-phonics' curriculum</li> </ul>																				
<p>Parents of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child's learning.</p>	<ul style="list-style-type: none"> <li>• 96% of parents/carers of PP pupils attended EHCP meetings across the academic year 2022-2023</li> <li>• 98% of parents/carers of non-PP pupils attended EHCP meetings across the academic year 2022-2023 – a difference of -2%</li> <li>• There is a +6% increase in the amount of EHCP meetings attended by PP parents/carers compared to 2021-2022</li> </ul>																				
<p>Improved attendance, a reduction in persistent absence.</p>	<table border="1" data-bbox="507 1272 1401 1617"> <thead> <tr> <th></th> <th>% Attendance PP students</th> <th>% Persistent Absence PP students</th> <th>Number of students in the group</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>92.15</td> <td>25.69</td> <td>144</td> </tr> <tr> <td>2021 -2022</td> <td>91.72</td> <td>26.53</td> <td>147</td> </tr> <tr> <td>2020-2021</td> <td>93.64</td> <td>23.02</td> <td>139</td> </tr> <tr> <td>2019-2020</td> <td>93.06</td> <td>22.52</td> <td>121</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Whilst there is a slight increase in overall attendance and a slight reduction in PA figures, we recognise that these figures need to improve more rapidly.</li> <li>• We have prioritised attendance within our school development priorities and have a renewed school and trust wide approach to driving up attendance and reducing persistent absence</li> </ul>		% Attendance PP students	% Persistent Absence PP students	Number of students in the group	2022-2023	92.15	25.69	144	2021 -2022	91.72	26.53	147	2020-2021	93.64	23.02	139	2019-2020	93.06	22.52	121
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Community and independence opportunities including CIEAG

Strong links have been established with the local community for secondary and sixth form students including an emergently high profile of engagement with local employers and community-based opportunities

These include employment opportunities, transition event and visits:

DFDS	Morrisons	Tesco
Lincolnshire Wildlife Trust	Personal Finance Society	Freeman Street Market
DJ Wills and Estate Planning	Humberside Fire and Rescue Service	Chowee Cookie Company

All KS5 students took part in the following:

- A DFN Project SEARCH virtual meeting for potential supported internships, which is run by the NHS Trust and NE Lincs Council
- A virtual meeting with DFDS for potential employability within the transport industry.

Gatsby Benchmarking data has significantly increased year on year with 2023 figures the highest in the school’s history

Key Stages 3 and 4 students - employer engagement visits:

- Tesco – Behind the scenes tour and opportunities to meet a range of employees and explore different job roles and responsibilities.
- Freeman Street Market – Presentation in the community hub, with the opportunity to engage with a range of retailers to explore routes into employment. Tour of the market, looking at the diverse range of retailers at the market.

Key Stages 3 and 4 students - employer engagement activities:

- Tesco’s Community Champion has facilitated cooking experiences along with discussing employment at Tesco’s.
- Key Stage 4 - employer engagement activities:
- DJ Wealth Management have provided a finance workshop with a focus on ‘avoiding scams’.

Key Stages 3, 4 and 5 - employer engagement activities:

- Morrison’s facilitated a presentation regarding employment opportunities in the local area.

Morrisons Supermarket have offered the opportunity for external work experience and for the school to be a national pilot for autism in the workplace supported by our autism specialist

Post 16 providers: GIFE and Linkage have delivered presentations in assemblies to Key Stages 3 and 4.

	<p>Alumni assembly conducted by two former students to Key Stages 3 and 4, raising awareness of opportunities post-school.</p> <p>Key Stage 4 students have completed internal work experience in the following roles:</p> <ul style="list-style-type: none"> <li>- Teaching Assistant</li> <li>- PE Assistant</li> <li>- ICT Assistant</li> <li>- Housekeeping Assistant</li> <li>- Caretaker Assistant</li> </ul> <ul style="list-style-type: none"> <li>• YPSS has provided 1:1 careers support to students and families in Key Stages 4 and 5.</li> <li>• Open Evenings in 2022-2023 included opportunities for parents to meet with Post 16 Providers: CPA 6<sup>th</sup> Form, Linkage and GIFE.</li> <li>• We have hosted a series of highly successful drop-ins and coffee mornings, providing the opportunity for parents to meet with Post 16 Providers and employers – 60% of the parents and carers in attendance were ‘PP’ families</li> <li>• 100% of KS5 students took part in Great Coates in Bloom community garden project and were awarded the gold award for Best Community garden.</li> <li>• KS5 were awarded the RHS Level 1 Gardening Award and 'Best in Category' Schools Award for Horticulture in the Community.</li> </ul>
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**Externally provided programmes N/A**

*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