

Cambridge Park Academy



Pupil Premium Strategy Statement – 2025-2028 (3 Year Plan)

September 2026 Review Edition

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	223
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	18.9.26
Date on which it will be reviewed	17.9.27
Statement authorised by	Steve Kernan (Head Teacher)
Pupil premium lead	Steve Kernan
Governor / Trustee lead	Fiona Headridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£149,470

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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Part A: Pupil premium strategy plan

Statement of intent

Cambridge Park Academy is located within North East Lincolnshire which has significant levels of deprivation. Most of the pupils attend from the town of Grimsby and its surrounding areas. 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	<i>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.</i>										
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 although this appears to be a changing picture.										
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 and the rate of PA is decreasing, we recognise that there is still more work to do to support our most vulnerable and hard to reach families particularly those in receipt of pupil premium Attendance Analysis – 2025/26 <table><tr><th>Year</th><th>YTD Pupil Premium Cumulative Attendance %</th><th>YTD Pupil Premium Persistent Absence %</th><th>YTD Non Pupil Premium Cumulative Attendance %</th><th>YTD Non Pupil Premium Persistent Absence %</th></tr><tr><td>2025-2026</td><td>93.26</td><td>22.22</td><td>95</td><td>11.46</td></tr></table> Gap 1.74% (attendance) Gap 10.76 % (PA)	Year	YTD Pupil Premium Cumulative Attendance %	YTD Pupil Premium Persistent Absence %	YTD Non Pupil Premium Cumulative Attendance %	YTD Non Pupil Premium Persistent Absence %	2025-2026	93.26	22.22	95	11.46
Year	YTD Pupil Premium Cumulative Attendance %	YTD Pupil Premium Persistent Absence %	YTD Non Pupil Premium Cumulative Attendance %	YTD Non Pupil Premium Persistent Absence %							
2025-2026	93.26	22.22	95	11.46							

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.	By 2027-28 • 100% of pupils achieve at least 80% of individualised EHP outcomes • Disadvantaged pupils will progress and achieve across the full range of curriculum areas • There is no distinguishable gap between the attainment of disadvantaged and non-disadvantaged pupils. By 2027-28 - Demonstrate good or better levels of pupil progress as reflected in PLPs (Personalised Learning Plans), phonics, impact data for disadvantaged pupils demonstrate progress across all the 4 areas of need, as set out in the SEN code of practice. By 2027-28 - Further embed our revised 'Curriculum for All' which covers all aspects of subject specific and non-subject specific learning appropriate to the needs of individual learners.
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.	By 2027-28 • 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) • There is no distinguishable gap between the attainment of disadvantaged and non-disadvantaged pupils. By 2027-28 • Further develop and ensure high-quality teaching of phonics across the school, with catch up / interventions planned effectively for disadvantaged pupils
Parents of disadvantaged pupils engage in the Education, Health and Care (EHC) process and support their child's learning.	By 2026-2027 - Parents work in partnership with the school to identify and support their children with personalised learning outcomes. - 100% of

	disadvantaged families will attend and engage in the EHC process. By 2026-2027 - Increased participation with families, through face-to-face events e.g. phonics and reading, transition, e-safety (making accessible virtually where appropriate). - Further develop and expand parental/carer training work-shops for families and external agencies as part of our wider community offer
Improved attendance, a reduction in persistent absence.	By 2026-2027 - The attendance gap between disadvantage pupils and others in school is in line or exceeds national average. By 2026-2027 - Percentage of disadvantaged pupils who are persistently absent will further reduce.
Disadvantaged pupils have greater confidence and independence to help By 2026-2028 6 them engage more with the wider community and prepare for adulthood	- All disadvantaged pupils will access high-quality community learning activities that prepare them for successful transition to adult placements. By 2027-28 - Extend programme of community engagement and learning events across the academic year including careers and PfA opportunities

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: £ 98,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed and sustain whole staff training based upon the new 'Teacher Development'	National and Trustwide Teacher Development system will embed the 'golden thread' of the ECF and link directly to the wider NPQ programmes. DfE's effective approaches to	1 and 3

materials to ensure a research-based approach to securing consistent quality-first teaching Ensure all staff are able to deliver high-quality phonics sessions and early language development and support staff are able to deliver targeted interventions to individuals and groups of children. Training for all staff on autism best practice through AET modules. Refresh and update resourcing and training material for MSOA Specialist training in Maths Mastery and the design of a 'Special' Mastery model. Sustain and expand support for resourcing and assessing mastery model Ensuring consistency of SCERTS principles and embed visual support for all pupils who require it. (Ensure all staff new to setting are included). Delivery and rollout of 'CPA Fundamentals Curriculum training to align with SCERTS principles	teaching will inform training, monitoring and appraisal processes directly linked to the Teacher Standards https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_PD_Expert_Group_Guidance.pdf https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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 www.autismeducationtrust.org.uk/ Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) 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 NASEN/SEND Gateway recognises that children and young people with ASD, 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: The SCERTS® Model – A research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by	
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Targeted communication assessments for disadvantaged pupils at social partner stage of communication that have little or no formal communication systems	autistic children and persons, and their families. The National Autistic Society recognises the benefits of personalised learning which targets pupils' social communication skills. Research: Research Dedicated specialist independent S&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 https://www.gov.uk/government/publications/best-start-in-speech-language-and-communication	
The communication and sensory lead will work with teachers and the wider staff to better identify and further improve pupils' sensory regulation needs Commissioned sensory integration assessment for targeted disadvantaged pupils who struggle to regulate physically and emotionally. Purchase of, and daily access to recommended sensory equipment	Along with difficulties in communication, social interaction and rigidity of thought, many people on the autism spectrum also experience sensory issues: Sensory Issues March 2019.pdf (autismwestmidlands.org.uk) Action research with the Hull Sensory team and courses accessed via Julia Dyer, indicates that many pupils with autism and complex needs have significant sensory processing difficulties. This action research has also indicated that pupils' regulation needs may be supported through targeted sensory activities: Teachers And Professionals Julia Dyer Children's physiotherapy practice North West England UK 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: Top 5 autism tips: managing sensory differences 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	1 and 3

	non-autistic people: Sensory Issues Olga Bogdashina	
Our 'Early 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 Additional intervention programmes for disadvantaged pupil to supplement daily phonics session Refresh and sustain Read Write Inc resources to ensure disadvantaged pupils have resources they can access at home. Addition of new school library area will further complement this area Sustained 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	Early Reading framework, "finding ways to engage students in reading may be one of the most effective ways to leverage social change": The reading framework - GOV.UK 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. 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 disadvantaged backgrounds: (educationendowmentfoundation.org.uk) / Phonics EEF Preparing for Literacy EEF 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. https://research.ncl.ac.uk/phonologicalawareness/aboutphonologicalawareness/phonologicalawarenessdevelopment/ https://research.ncl.ac.uk/phonologicalawareness/	1

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

Budgeted cost: £ 22,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with key staff and external providers to provide a blend of tuition, mentoring and school led tutoring for pupils. A considerable proportion of the pupils who receive tutoring will be disadvantaged.	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: One to one tuition EEF And in small groups: Small group tuition EEF Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) Teaching mathematics at key stage 3 - GOV.UK Media Intervention Support to improve social, communication and oracy (Bespoke media Specialist employed to deliver curriculum and support towards accreditation Oracy: Four Interconnected Aspects - ORACY CAMBRIDGE In-reach intervention practitioner employed to support and deliver coaching for teaching and support staff Communication and language approaches EEF	1
The sixth form team continue to implement a programme of community learning opportunities for disadvantaged students, embedded within the curriculum.	Targeted work to support young people to develop and maintain friendships and relationships supports them to access their community and feel safe and confident. Friends, relationships, and community inclusion (preparingforadulthood.org.uk) Brokering in of curriculum and leadership support from local and regional sources https://www.westsilc.co.uk/oursites/powerhouse Humber Education Trust - Home CPA 6th Form revised curriculum model will draw upon the 4 areas of; Independent Living,	

	Horticulture, Catering and Small Animal Care as part of their daily pathways of learning Use of dedicated assessment tool and software to further support one to one interventions and small group support	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 28330

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Headteacher, SLT, School Attendance Champion and Safeguarding Team will work with Trust Leaders to 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	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: [Withdrawn] School attendance: guidance for schools - GOV.UK	5
Our Parent and Community Team (PACT) in school, will develop opportunities to support parents with particularly emphasis on disadvantaged families	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: Support & advice for families NSPCC	2 and 3
There are a range of bespoke interventions and	MHST (Mental Health Support Teams) contribute towards the NHS long-term plan by delivering evidence-based interventions for	

therapy-based sessions available for those pupils who require additional mental health support (Art Therapy, Play Therapy, Digital Media Team, Music Therapy)	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: NHS England » Mental health support in schools and colleges	
The Transition Team, in conjunction with the PACT 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.	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: preparingforadulthood.org.uk/downloads/young-people-and-family-participation/transition-planning.htm	4

Total budgeted cost: £ 149470

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Impact																
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.	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. Average pupil achievement of PLP targets indicates that there is little difference between the progress made by PP and non-PP pupils:																
	<table><tr><th>Term</th><th>PP Average</th><th>Non-PP Average</th><th>Difference</th></tr><tr><td>Autumn</td><td>89%</td><td>86%</td><td>+3%</td></tr><tr><td>Spring</td><td>90%</td><td>92%</td><td>-2%</td></tr><tr><td>Summer</td><td>89%</td><td>90%</td><td>-1%</td></tr></table>	Term	PP Average	Non-PP Average	Difference	Autumn	89%	86%	+3%	Spring	90%	92%	-2%	Summer	89%	90%	-1%
	Term	PP Average	Non-PP Average	Difference													
	Autumn	89%	86%	+3%													
	Spring	90%	92%	-2%													
Summer	89%	90%	-1%														
The overall standard and quality of T&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																	
PP and Non PP English and Maths 2025-26																	
	<table><tr><th colspan="3">Pupils working withing the staged curriculum - KS2</th></tr><tr><td></td><td>PP</td><td>Non-PP</td></tr><tr><td>Reading</td><td>89%</td><td>74%</td></tr><tr><td>Writing</td><td>89%</td><td>74%</td></tr><tr><td>Maths</td><td>89%</td><td>74%</td></tr></table>	Pupils working withing the staged curriculum - KS2				PP	Non-PP	Reading	89%	74%	Writing	89%	74%	Maths	89%	74%	
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	<table><tr><th colspan="3">Pupils working withing the staged curriculum – KS3</th></tr><tr><td></td><td>PP</td><td>Non-PP</td></tr><tr><td>Reading</td><td>92%</td><td>100%</td></tr><tr><td>Writing</td><td>92%</td><td>100%</td></tr><tr><td>Maths</td><td>92%</td><td>100%</td></tr></table>	Pupils working withing the staged curriculum – KS3				PP	Non-PP	Reading	92%	100%	Writing	92%	100%	Maths	92%	100%	
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	Key Stage 4 and 5 Accreditation (of those entered) <table><thead><tr><th colspan="3">KS4 Accreditation</th></tr><tr><th>Subject</th><th>PP</th><th>Non PP</th></tr></thead><tbody><tr><td>Entry Level Cert. English</td><td>100%</td><td>100%</td></tr><tr><td>Entry Level Cert. Maths</td><td>100%</td><td>100%</td></tr><tr><td>GCSE Mathematics</td><td>100%</td><td>Not Entered</td></tr><tr><td>Functional Skills Level 1 Mathematics</td><td>Not Entered</td><td>100%</td></tr><tr><td>Entry Level Cert. History</td><td>100%</td><td>100%</td></tr><tr><td>Entry Level Cert. Geography</td><td>100%</td><td>100%</td></tr><tr><td>Entry Level Award Creative & Digital Media</td><td>100%</td><td>100%</td></tr><tr><td>Level 1 Creative & Digital Media</td><td>100%</td><td>100%</td></tr><tr><td>Entry Level Award Personal Growth & Wellbeing</td><td>100%</td><td>100%</td></tr><tr><td>Entry Level Cert. Art & Design</td><td>100%</td><td>100%</td></tr><tr><td>GCSE Art & Craft</td><td>100%</td><td>100%</td></tr></tbody></table> <table><thead><tr><th colspan="3">KS5 Accreditation</th></tr><tr><th>Subject</th><th>PP</th><th>Non PP</th></tr></thead><tbody><tr><td>Entry Level Certificate 3 Life & Living Skills</td><td></td><td>100%</td></tr><tr><td>Entry Level Certificate 2 Life & Living Skills</td><td></td><td>100%</td></tr></tbody></table>	KS4 Accreditation			Subject	PP	Non PP	Entry Level Cert. English	100%	100%	Entry Level Cert. Maths	100%	100%	GCSE Mathematics	100%	Not Entered	Functional Skills Level 1 Mathematics	Not Entered	100%	Entry Level Cert. History	100%	100%	Entry Level Cert. Geography	100%	100%	Entry Level Award Creative & Digital Media	100%	100%	Level 1 Creative & Digital Media	100%	100%	Entry Level Award Personal Growth & Wellbeing	100%	100%	Entry Level Cert. Art & Design	100%	100%	GCSE Art & Craft	100%	100%	KS5 Accreditation			Subject	PP	Non PP	Entry Level Certificate 3 Life & Living Skills		100%	Entry Level Certificate 2 Life & Living Skills		100%
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Disadvantaged pupils reading fluency is broadly in line with non-disadvantaged pupils, and as a result pupils can access and engage in full range of curriculum areas.	Phonics data indicates that PP pupils make accelerated progress at a higher rate than their non-PP peers 85% of pupil premium pupils have made good or better progress according to EOY 25/26 data This is a -2% gap between PP and non PP pupils across the school 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 A phonological awareness programme is now in place across the school to secure the teaching and learning of a ‘pre-phonics’ curriculum																																																			
Parents of disadvantaged pupils engage in the Education, Health and Care	82% of parents/carers of PP pupils attended ECHP meetings across the academic year 2025-2026 90% of parents/carers of non-PP pupils attended ECHP meetings across the academic year 2025-26																																																			

(EHC) process and support their child's learning.	• There is a 10% decrease in the amount of EHCP meetings attended by PP parents/carers compared to 2024-25		
Improved attendance, a reduction in persistent absence.			
		% Attendance PP	% Persistent Absence PP Students
	2025-26	93.26%	22.22%
	2024-25	94.46%	14.1%
	2023-24	92.9%	21.21%
	2022-23	92.15%	25.69%
	2021-22	91.72%	26.53%
• Whilst there is a slight decrease in overall attendance and an increase in PA figures, we recognise that there is always be more work to do to reach our most vulnerable families • We have prioritised attendance within our historic school development priorities and have a renewed school and trust wide approach to driving up attendance and reducing persistent absence			
Community and independence opportunities including CIEAG	CIEAG Our Careers provision has continued to develop, with an increasing focus on providing meaningful, accessible and aspirational experience that reflect the individual needs and starting points of our pupils. Employer and Community Engagement We have continued to strengthen relationships with employers and organisations across the local community. this has enabled pupils to gain a greater understanding of the wider world and the range of opportunities available to them and the current labour market. Pupils have benefitted from opportunities to engages with organisations including; • Lincs Inspire Library Service • Lincs Inspire Leisure Centre, Cleethorpes • Kier Construction • Various employers in the Fish Industry • Hilton Hotels • The Cookie Company		

	• Stokes Coffee Pupils have also participated in construction focused careers events and careers fairs, providing them with opportunities to meet employers, learn about different sectors and explore potential pathways. Work Experience Our work experience offer has continued to grow and develop. This year, Year 9, 10, 11 and Key Stage 5, providing a graduated approach which enables pupils to develop workplace skills and confidence before progressing to more independent, external opportunities. Prior to their placements, all pupils were interviewed by our Learning Ambassadors. Learning Ambassadors created interview questions to match each role and conducted interviews professionally. All interviewees were professional and enthusiastic about the roles they had applied for. Year 9 pupils have accessed internal work experience placements including; • Classroom Housekeeping • Office Support • Fruit Monitor • Media Team Assistant • Lunchtime Assistant • Sports Assistant • Cleaning Assistant • IT Assistant Year 10 pupils have continued to access these opportunities, with increasing hours and with additional placements including working with the school's maintenance team. By Year 11, pupils are supported to progress to a combination of internal and external work experience, according to their individual needs and readiness. External opportunities have included placements with; • Lincs Inspire Library Services • Lincs Inspire Leisure Centre, Cleethorpes Some Year 11 pupils have also accessed our Post 16 Provision as an animal care technician and catering assistant. Where appropriate, all Year 9 and Year 10 pupils completed up to 6 hours of work experience, with Year 11 pupils completing up to
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	16 hours. This structured approach enables pupils to progressively develop employability skills, independence, confidence and an understanding of workplace expectations. KS5 Work Ex Post-16 CIEAG – Work Experience and Employability At post-16, students access a progressive programme of work-related learning and work experience, with opportunities increasing in independence, responsibility and preparation for their next steps. Provision is differentiated according to each student's individual needs, abilities, interests and intended destination. Year 12 students complete internal work experience within their Life and Living Skills pathways. Students are encouraged to take on additional responsibilities within these areas, developing their independence, communication, teamwork and ability to follow workplace routines and expectations. Year 13 students continue to access internal work experience, building on their previous experiences and taking on increased responsibility. Alongside roles within their Life and Living Skills pathways, students can access additional opportunities within areas such as maintenance and administration. These experiences provide opportunities to develop transferable employability skills, including organisation, following instructions, problem-solving, communication, reliability and working as part of a team. Year 14 students work closely with the Careers Lead to identify and plan an external work placement that reflects their individual interests, strengths, support needs and intended progression. A range of employers and placement opportunities are explored, with placements sourced and facilitated where required. Students are supported to prepare for their placement and a familiar member of staff from Willows Campus provides ongoing support to enable students to access and participate successfully in the workplace. Across Year 13 and Year 14, students also have the opportunity to apply for the role of Animal Cadet Technician. Students complete an application and interview process, providing an authentic opportunity to experience recruitment and selection. Successful students develop key employability skills through caring for the school's animals outside of timetabled session times. The role promotes responsibility, reliability, initiative, communication and teamwork. Animal Cadet Technicians also take on a key ambassadorial role within the Animal Unit, supporting the welcoming and showing of visitors, families and professionals. Career Co-Pilots provide an additional leadership and peer-learning opportunity for Year 14 students. Students take part in the Career Co-Pilot programme, supporting younger pupils to
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understand and experience the world of work. They share their own successful work-placement experiences and develop confidence and leadership skills through supporting others. This provides students with an opportunity to reflect on and communicate their own employability journey while contributing to the wider careers programme.

Careers Copilot Programme

A further development has been the introduction of our Careers Copilot approach. Post 16 Pupils who have previously completed particular placements have supported KS4 and their fellow KS5 pupils beginning the same roles. The Careers Copilot models the role, demonstrates expectations and supports the new pupil to understand what they need to do.

This provides valuable peer support for pupils while also allowing Post 16 pupils to demonstrate leaderships, communication and employability skills. The programme creates a clear progression throughout work experience offer and celebrates the skills and experience pupils have gained.

Transition and Personalised Careers Guidance

Transition support has remained an important part of our CEIAG provision. Linkage has supported pupils through visits to its campus, with several groups having opportunities to explore the setting and develop their understanding of potential Post 16 pathways.

Our Careers Advisor, Amy Bunce, has visited the school to introduce herself to pupils in Year 9 and 10, helping pupils to become familiar with careers guidance before reaching key transition points. Year 11 pupils have received personalised careers guidance to support them in considering appropriate next steps and making informed decisions about their futures.

The Careers Leads and Careers Advisor have established an excellent working relationship and communicate regularly regarding pupil needs, transition planning and appropriate opportunities. This ensures that careers guidance is not delivered in isolation but forms part of the wider support around each young person.

Careers Calendar

A whole-school Careers Calendar has been developed to support teachers in embedding careers education across the curriculum. The calendar acts as a prompt for staff to identify meaningful opportunities to make links between curriculum learning, the wider world and future pathways. It is organised into age and

	pathway-appropriate themes, linking to learning themes across the key stages and pathways. The calendar themes are progressively more focused as pupils move through the school. This ensures that careers education is introduced from an early stage and builds upon pupils' previous experiences, knowledge and understanding.
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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
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)