

Pupil premium strategy statement – Two Rivers High School 2024/2025

This statement details our school's use of pupil premium (and recovery 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	270
Proportion (%) of pupil premium eligible pupils	107 – 40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 – 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	G. Brindley (Headteacher)
Pupil premium lead	J.Gazey-French (Assistant Headteacher)
Governor / Trustee lead	Jenny Mu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Yr7-11 FSM 103 x £1,050 = £108,150 PLAC 4 x £2,570 = £10,280 £118,430
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£118,430

Part A: Pupil premium strategy plan

Statement of intent

At Two Rivers High School we have 270 pupils on role. We at Two Rivers acknowledge the needs of those who are 'disadvantaged' and are committed to meeting their pastoral, social and academic needs within a nurturing environment. We aim to close the disadvantage gaps and we hope that each child will develop a love for learning and acquire skills and abilities that enable every pupil to achieve their full potential.

While most of the pupils come from Tamworth and the surrounding area, we also have several pupils who live in neighbouring local authorities. Funding for pupils in Staffordshire is determined by a matrix system and funding to the school is low against the national average.

Tamworth

Tamworth is a town with areas that are high on the social deprivation index*. Tamworth is ranked amongst 20% of the most deprived neighbourhoods in the country. Around 80,000 people live in Tamworth. There are relatively more children aged under 16 compared to England and less people aged 85 and over, many of whom are income deprived. Salaries in Tamworth are on average 11.26% less than the national average. The overall population is projected to have a small increase by 2026, but a much larger growth in people aged 65 and over. There are also more single-parent households than average.

Key 'Disadvantage' Factors in Tamworth

According to Tamworth: Locality Profile (produced by the Strategy Team Staffordshire County Council) the key 'disadvantage' factors to consider for the location:

- Community resilience: The demand on public sector funded services has increased considerably over the last decade and a higher-than-average proportion of adults in Tamworth use health and social care services
- Reducing inequalities: There are several wards in Tamworth where families and communities face multiple issues such as unemployment or low incomes, low qualifications, poor housing, social isolation, ill-health (physical and/or mental) and poor quality of life. These wards are Belgrave, Bolehall, Castle, Glascote, Mercian and Stoneydelph.
- Be able to access more good jobs and feel the benefits of economic growth: Education and employment rates have improved in Tamworth, but this has not been universal - especially amongst some of our most vulnerable communities. There are also gaps in levels of adult skills and qualifications with a high

proportion of adults in Tamworth having no qualifications, more households with children where there are no adults in employment and high levels of financial stress.

- Men and women spend 17 and 20 years in poor health respectively. In addition, teenage pregnancy rates are high in Tamworth and too many residents have excess weight, eat unhealthily and are inactive.
- Tamworth has lower than average rates of crime. However, levels of anti-social behaviour and violent crime are high in Castle ward. Perception of crime is also high. In the last 12 months, violence/sexual offences and shoplifting were the highest categories.
- Housing affordability is an issue for low earners in Tamworth and more people live in socially rented housing than national average.

Disadvantage Factors in relation to Two Rivers High School

The catchment area of the school is predominantly white, British and this is reflective of the pupil population.

- 40% of pupils receive the pupil premium grant at the school. This is 3% higher than last year
- September 2024 – we have 14 LAC/ PLAC pupils.

The range of needs within the school is wide and varied. Pupils are recorded as having 1 or multiple areas of need and this is how the population is represented by primary area of need:

- Autism Spectrum Condition 24
- Moderate learning Difficulty 14
- Physical Difficulty 5
- Profound and Multiple Learning Difficulty 0
- Speech and Language Communication Difficulty 27
- Severe Learning Difficulty 12
- Social, Emotional Mental health Difficulty 8
- Specific Learning Difficulty 12
- Multi-sensory impairment 1
- Other Difficulty 2
- HI 1

• VI 1

Other disadvantaged factors to consider poor mental health and wellbeing including difficulties is understanding, processing, managing and regulating emotional.

3 year plan 2022 - 2025

Our intent;

To fulfil our legal responsibilities and meet the needs of the individual outcomes outlined in the pupils EHCP's. This child centred approach supports the young person to achieve what they want in their life.

To provide a high-quality education, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We recognise that without skills, knowledge, and expertise in the core subjects there would be a barrier to accessing the full curriculum and may impede future job or further education potential. This is planned in liaison with the teachers who know the pupils best.

To improved attendance and behaviour outcomes for our most disadvantaged pupils. Our aim is to reduce the gap between our disadvantaged pupils and the non-disadvantaged pupils.

To provide a wealth of holistic and alternative opportunities which we know are crucial to the pupils of Two Rivers High School.

This includes:

- providing therapy interventions and counselling support for those who have wellbeing, mental health and / or safeguard concerns.
- further develop opportunities to enrich the pupils 'culture capital' and provide opportunities to learn and express themselves through creative ways e.g. alternative curriculum and extra-curricular activities, alternative P.E. groups/ opportunities, forest school, Make Some Noise, drama.
- To provide opportunities linked to future careers of further education.

Therefore, a percentage of the provision is allocated to:

- pupil support this includes full time pupil support, counsellor, therapists and therapy assistants
- provide training and CPD to staff
- deliver interventions
- Purchase equipment, hardware, and software to support learning and therapies

Challenges

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

Challenge number	Detail of challenge
1	<p>All of our pupils have Special Education needs (whole school main area of need is represented above) as well as an Education, Health and Care Plan.</p> <p>PP representation this year:</p> <ul style="list-style-type: none"> 24 Autism 14 MLD 12 SLD 27 speech, language and communication difficulties 5 physical difficulties 12 specific learning difficulties 8 SEMH 1 HI 1 VI 1 Multi- Sensory Impairment 2 other disability
2	<p>Through data and discussions with staff and pupils we have identified that many of our pupils are disadvantaged in reading this is due to their need (challenge 1) or due to their self-esteem. We aim to raise the profile of reading and continue to raise standards in English (particularly reading) across school.</p>
3	<p>According to data from last year (43%) of PP pupils required access to additional wellbeing support* (linked to mental health and wellbeing) whether this was anger management, counselling, nurture, Lego therapy, drawing and talking, walking and talking, wellbeing sessions etc. Often pupils access more than one for prolonged periods of time. This is due to the trauma or negative life experiences some of our most vulnerable pupils have experienced. Our most vulnerable pupils will continue to access this.</p> <p>*in additional to our universal offer in school (which is accessed by all pupils)</p>
4	<p>Our observations and discussions with pupils and staff identified engagement barriers, notably due to prior negative experiences e.g. poor health (diet/ sleep), a difficulty in emotional regulation, poor relationship or poor self-esteem. These challenges particularly affect disadvantaged pupils.</p>
5	<p>Many of our pupils have difficulties with processing information, physical difficulties or sensory difficulties this requires support from an occupational therapist and then plans are delivered via a trained teaching assistant.</p>

6	<p>Our attendance data over the last year indicates that the average attendance figure amongst disadvantaged pupils is marginally lower (89.8% average attendance) than non-disadvantaged pupils (90% average).</p> <p>For those 155 pupils whose attendance was classified as 'Persistently absent' (under 90% attendance) 53% were disadvantaged.</p> <p>For those 10 students whose attendance was clarified as severe (under 50% attendance) 7 were our most disadvantaged pupils.</p>
7	<p>According to gov.uk (2024) 24.6% of pupils are eligible for FSM (this represents all schools primary, secondary and special). Our number of disadvantaged pupils is considerably higher.</p>
8	<p>Data shows that pupils with 30 or more behaviour incidents 62% (33 pupils) were our most disadvantaged pupils.</p>
9	<p>Through observation and discussion with parents and pupils we identified that many of our disadvantaged pupils have not been offered a range of enrichment activities.</p>

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
<p>Improved staff understanding and improved pupil meta-cognition and knowledge retrieval.</p> <p>Improved independence amongst pupils.</p> <p>Students will be making good or better than good progress in academic areas.</p> <p>Specific support in place for areas of difficulties e.g. Dyslexia, Autism, ADHD,</p>	<p>Training delivered</p> <p>Training feedback</p> <p>Increased confidence seen in teaching staff – observation, mentoring conversations, target conversation, etc</p> <p>Improved independence amongst pupils seen in learning walks, feedback given from teaching staff, progress towards EHCP, IEP and classroom targets. (LBr)</p> <p>Positive results in teacher assessment completed half termly Analysis of outcomes, interventions, and progress meetings with middle leaders/subject leaders. (KG)</p> <p>Improved standards / positive book trawls – CPD and collaboration opportunities across school.</p> <p>Individual child specific focused performance management targets aimed to research and develop good practice for specific individuals/ groups of individuals. These theory-based action</p>

	<p>plans will be shared as good practice across school.</p> <p>Reporting of data SOLAR – to SLT, governors. Interventions/tutoring and strategies to support individuals.</p> <p>Pupil voice feedback, pupil voice champions.</p>
<p>Improved pupil motivation – willingness to engage.</p> <p>Improved metacognitive and cognitive skills. Students will be engaging more in lessons.</p> <p>Raise self-esteem and better behaviour (less behaviour incidents reported)</p>	<p>Monitoring of absence TS</p> <p>TS to monitor and report on behaviour including disruption around learning.</p> <p>Referrals and interventions put in place to encourage engagement (including parent / carer engagement).</p> <p>More positive behaviour points. New rewards system. Improved readiness to learn as Sensory Impairment Interventions and Wellbeing Interventions are in place.</p> <p>Monitoring of impact.</p> <p>Capture pupil voice and develop an action plan to act upon the outcomes. (TS)</p> <p>Monitoring of interventions, to improve standards.</p> <p>Reduced behaviour incidents. (TS)</p>
<p>Improved wellbeing support and therefore increased motivation and readiness to learn</p>	<p>Reduced time between early identification, referral and support given. (JS to monitor).</p> <p>Positive tracked support for those who are identified as needing extra mental health and wellbeing support.</p> <p>Pupil voice and therapist feedback</p>
<p>Improved outcomes and opportunities for all pupils.</p>	<p>Positive opportunity offer (monitored by RD / KG)</p> <p>Careers and enterprising opportunities to offer and mapped throughout the curriculum and across strands (DBr, SO and KG)</p> <p>Offer a range of curriculum activities (JGF, KG)</p>

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: £2139

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Metacognition development and self-regulation</p> <ul style="list-style-type: none"> • training for staff regarding scaffolding support and interventions, cognitive workload, retrieval knowledge, • This is the third year and we are looking to evaluate strategies. • Continue to develop feedback strategies to address misconceptions 	<p>According to the EEF understanding and improving metacognition and self-regulation is a low cost but high impact strategy. Self-regulated learning can be broken into three essential components: cognition – the mental process involved in knowing, understanding, and learning metacognition – often defined as ‘learning to learn’; and motivation – willingness to engage our metacognitive and cognitive skills.</p> <p>According to the EEF, evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p> <p>With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Focus training •</p> <p>Explicit teaching of metacognitive strategies 1-8</p> <ul style="list-style-type: none"> • Teachers modelling their own thinking to demonstrate metacognitive strategies • Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties. • Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy. (Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)) <p>Training will be developed on the seven-step model.</p>	<p>1,2,4,</p>

	<p>Seven step model 1.0.pdf (d2tic4wvo1iusb.cloudfront.net) This seven-step model is a scaffolding framework to deliberately shift responsibility for learning from the teacher to the pupil.</p>	
<p>Staff training Self – regulation and emotional regulation</p> <p>Sensory Training £425 LG</p> <p>Attachment and Trauma informed training delivered by EP – Innovation Funding</p>	<p>According to research Self-Regulation in the Early Years - Sutton Trust L. Barbour 3/12/2019. Self-regulation has been identified as an ‘essential life skill’. It underpins other aspects of learning and has a significant impact on a child’s long term life chances. The Department of Education’s Effective Pre-School, Primary & Secondary Education Project (EPPSE) study identifies an association between socio economic background and self-regulation (Sammons et al., 2014) Some of the adverse impacts of poverty are moderated by self-regulatory skills: Low-income children with better self-regulatory skills are more resilient to adverse psychological outcomes (Blair, 2010; Blair & Raver, 2012). Research strongly suggests that ‘essential life skills’ are laid down during the early years in the family and preschool. However, for our pupils they are yet to develop or have difficulties in these ‘essential early skills’. There are several reasons for this e.g., area of special education need, ACE’s adverse childhood experiences, developmental delay, etc. 9 9 As children’s early development of self-regulation is highly dependent on the quality of their social interactions. We as educators in a specialist setting know and understand the unique position we are in, to have a major beneficial influence on children’s development beyond the home environment which will improve their lives. LG (OT) developed sensory awareness training and subsequently supports school in developing sensory plans for pupils. This year we are continuing to utilise her expertise and increasing her provision offer in school. This theory also supports the EEF theory behind ‘motivation – willingness to engage our metacognitive and cognitive skills’</p>	<p>1, 3, 4, 5, 6, 7, 8,</p>

<p>Restorative and Relational training</p> <p>Leader training x 6 £119 x 6 = £714</p>	<p>Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.</p> <p>When we work with and alongside people, instead of doing 'to' or 'for' them, there is strong evidence to say that the experiences of children and their families are improved. We aim to empower staff with the knowledge to teach pupils this approach.</p> <p>According to the EEF Teaching a child to cooperate, negotiate and collaborate with others and build relationships over time. The child is taught the value of connecting with others and to consider how this makes them feel.</p> <p>Systematic reviews on social and emotional learning approaches demonstrate that interventions focused on developing emotional competence, self-regulation and social skills have a strong positive impact (Blewitt et al., 2018; Luo et al., 2022). Developing pro-social behaviour and enhancing relationship skills are a key component of several interventions that report positive outcomes for children.</p> <p>One randomised control trial (RCT) found that positive teacher-child interactions led to less externalised negative behaviour towards others (Jones, Bub and Raver, 2013). Two meta-analyses of social and emotional learning interventions focused on pro-social behaviour found that interventions involving parents were more successful (Luo et al., 2022; Ridley and Vaughn, 1982)</p>	<p>1,3,4,6,7,8</p>
<p>Inspiring teaching and learning/ Implementation of Seesaw to provide a learning platform for pupils. Staff CPD also required. £1000</p>	<p>EEF research shows that Schools spend an estimated £900 million each year on education technology. However, an overarching recommendation of their report suggests that technology itself is unlikely to improve young people's learning. But the pedagogy behind it can. So, if those</p>	<p>1,2,3,4,8,9</p>

	tablets are used purposefully – for example, increasing the quality or quantity of practice pupils undertake through a quiz app, or the precision with which feedback on misunderstandings is provided – they stand a much better chance of doing so.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
EP recommended reading intervention Implementation	<p>According to the Educational Psychology Service (Staffordshire J. Ward) has developed the EP Recommended Approach to Literacy. These three phased approach focuses on the enjoyment of reading and improving decoding skills (Phase 1), support if children are not making expected progress with the approach (Phase 2) and improving spelling, language and comprehension skills (Phase 3). Staffordshire-Literacy-Guidance-2021.pdf Research shows that teaching is most effective when it includes the following:</p> <ul style="list-style-type: none"> • Distributed practice, i.e. short, frequent teaching sessions, that incorporate practice of identified skills, and address areas such as memory deficits (Baddeley, 1997). • Teaching of skills to fluency, as well as accuracy (Haring & Eaton, 1978), by ensuring that there are sufficient opportunities for children and young people to practise and master emerging skills • Teaching of skills to generalisation in order to ensure that children and young people can apply their 	1,2,4

	<p>skills, knowledge and concepts to different contexts (Solity, 2015).</p> <ul style="list-style-type: none"> • A structured approach that ensures one new skill is taught at a time (Solity, 2008); • Tasks that are interleaved, i.e. mixing old and new skills (Rohrer & Pashler, 2017; Brown, 1998) to minimise forgetting (Baddeley, 1997). • The use of the Direct Instruction teaching approach (Engelmann & Carnine, 1982) to introduce and practise skills; • This is the use of the Model-Lead-Test teaching method (my turn, together, your turn) when teaching any new skills or correcting errors • Utilising trained teaching assistants to implement well-founded interventions (Adelman, Gordon, Brown & Quesada, 2006) 	
Phonics and teaching of reading training	DfE Reading Strategy states that “effective reading teaching needs to be planned carefully so it supports pupils to become confident readers, able to construct coherent mental models of the texts that they encounter.” Reading training has been developed to ensure all learners become more confident but takes into consideration their baseline.	1,2,4

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

Budgeted cost: £116,291

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion support assistant £14,056	Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and	1,3,4,5,6,8

<p>Now working 5 days per week</p>	<p>maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.</p> <p>When we work with and alongside people, instead of doing 'to' or 'for' them, there is strong evidence to say that the experiences of children and their families are improved. We aim to empower staff with the knowledge to teach pupils this approach.</p> <p>Our Inclusion support assistant works 'with' our most disadvantaged pupils, teaching them to cooperate, negotiate and collaborate with others and build positive relationships over time.</p>	
<p>Tier 2 / 3 wellbeing support - Therapists Teaching assistant £16,877 Mon-Friday throughout the day to individuals identified as needed additional support. This is overseen/ monitored by and reported to SLT/ Governors by JS Therapist Middle leader</p>	<p>According to Maslow Hierarchy of Need. Hierarchy of Needs: Maslow's Five Categories of Needs (verywellhealth.com) We are all motivated to fulfil basic needs before moving on to other, more advanced needs such as learning. From the bottom of the hierarchy upwards, the needs are:</p> <p>physiological (food and clothing), security and safety, love and belonging needs (friendship, social relationships), esteem needs (self-worth, respect), and self-actualization (personal growth).</p> <p>For many of our disadvantaged pupils these needs are not met. As a school we take our role in supporting mental health and wellbeing very seriously, believing that promoting and supporting positive mental health should underpin everything we do. We know that good mental health is the foundation of learning and social development. We offer our pupils many different therapy-based approaches they include, Music therapy, play therapy, Walking and Talking, Drawing and Talking, Nurture, Lego Therapy, ELSA (Emotional Literacy 1-10 this will free up staff to do therapies and interventions. 11 Support Assistant's), Counselling and more. These therapy-based approaches</p>	<p>1,3,4,5,6,7</p>

	<p>are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term.</p> <p>Example: Research into the benefits of a Lego therapy programme have shown it can help develop the following skills: · Visual perception. · Language concepts. · Descriptive language. · Positional language. · Sequencing and planning. · Flexibility. · Patience. · Empathy.</p>	
<p>Tier 2/3 Wellbeing support - Counselling – pupil support JM, SH % £22,967</p>	<p>Child Attachment and Psychological Therapies Research (ChAPTRe) (annafreud.org), in partnership with the Anna Freud National Centre for Children and Families, have recently developed research Psychoanalytic and Psychodynamic Interventions which provides increased confidence that psychoanalytic and psychodynamic interventions can be effective in improving outcomes these include;</p> <ul style="list-style-type: none"> • being supported to build resilience and develop core skills enabling a more positive developmental trajectory. • preventing and reducing mental health difficulties. At Two Rivers we offer wellbeing support for all pupils but specifically identify; <ol style="list-style-type: none"> 1. those thriving, 2. those needing additional support 3. those needing more support 4. those in crisis <p>Our aim is to identify, support and signpost pupils to the correct support. For many this support can be delivered internally by our specialist therapists, counsellors, or pupil support. This support allows 1 (potentially all) 12 individuals to focus, concentrate and learn how to stimulate or relax different parts of the body as well as, feel safe, feel supported, develop social skills, communicate on a different level. It improves confidence, self-esteem</p>	<p>1,3,4,6,7,8</p>

	encourages relaxation, imagination, communication, and wellness.	
Extra-curricular activities e.g. make some noise, drama, forest school, music and art therapies. Monthly OT visit for LG (OT) and purchasing of OT resources. £5,461	To develop students' cultural capital is to learn skills and realise talents, develop character and resilience, and learn about British values, diversity and mental health & well-being, all of which allow individuals to be good citizens and reach their potential.	1,3,4,6,7,8,9
£300 per pupil – parental / carer grant £33,000	£300 support for parents / carers to spend on the pupil – cover residential costs, clubs, uniform, cooking money, breakfast vouchers, transport costs from clubs, independent travel cost, extracurricular recreational activities.	1,3,4,7,9
Teaching assistant £19,230 1 teaching assistant to deliver culture capital within the curriculum (in addition to the curriculum offer). E.g. forest school	According to The Therapeutic Forest projects their approach to 'Forest school' has been designed to support the development of self-esteem, independence, coping skills, social skills and more. The project is aimed to prioritise work with individuals who may otherwise have difficulty accessing outdoor projects and experiences. Our Level 3 Therapeutic Forest leader provides an inclusive Forest School curriculum which was designed by The Therapeutic Forest (developed by Award winning Paediatric Therapists from the fields of Speech and Language Therapy, Clinical Psychology, Occupational Therapy, Clinical Psychology, Play Therapy and Music Therapy). At Two Rivers High School we see Forest School as another culture capital moment that our most disadvantaged pupils can engage with.	1,3,4,5,6,7,8,9
Creation of specific groups to target pupils during social times such as Girls Self-Esteem group £3500	Target specific needs with our most disadvantaged pupils during the school day. Pupils can find social times most challenging, so they have options to attend extra-curricular activities or more targeted support groups.	1,3,4,6,7,8

ELSA training £1200	The ELSA intervention was designed to build schools' capacity to support pupils' emotional wellbeing needs from within their own resources. Training staff will support more pupils as there will be greater capacity within school.	1,3,4,6,7,8
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Total budgeted cost: £2,139 + £0 + £116,291 = **£118,430**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

According to data from last year 86% of PP pupils required **access to additional wellbeing support** (linked to mental health and wellbeing) whether this was anger management, counselling, nurture, Lego therapy, drawing and talking, walking and talking, wellbeing sessions etc. **Often pupils access more than one for prolonged periods of time.** Data recorded from pupil feedback to therapy staff showed improvement to wellbeing. Pupil voice and therapist data suggests this had a positive impact. For those pupils whose wellbeing was not as improved as we would have liked, further INF (individual needs funding) was acquired for more specialist therapy (equine therapy) or alternative therapeutic provision (Eagles nest).

According to assessment data and KS4 performance there is **no longer a significant gap in terms of academic success** for those who are disadvantaged verses those are not disadvantaged. All pupils benefited from improved staff meta-cognition training. This will be continued, to ensure good practice is embedded. In addition more focus on retrieval will also be further developed.

Further exam data can be found [All Academic Results KS3 - KS5 Performance Data - Two Rivers School](#)

According to Destination data **all pupils including disadvantaged have left Two Rivers High School with successful destinations in place.** Further information is available [Destinations - Two Rivers School](#)

Due to the need of our most disadvantaged pupils **training was provided to staff including restorative and relational strategies to understand and support behaviour, inspiring teaching and learning, sensory awareness, mental health support, trauma awareness and self-harm awareness / strategies.** Feedback on training was successful this included staff confidence in terms of knowledge and positive strategies and reduced negative behaviour data. (see individual case study)

In 2023-24 SLT started training on the **restorative, and relational approach which will be a continued for 2024 2025** and aims to help our most disadvantaged pupils.

Our attendance data over the last year indicates that the average attendance figure amongst disadvantaged pupils is like 2022-2023 (89.8% average attendance) than non-disadvantaged pupils (90% average) which has reduced slightly. For those 155 pupils whose attendance was classified as 'Persistently absence' (under 90% attendance) 53% were disadvantaged (which is a 5% decrease from the previous year).

For those 10 students who attendance was clarified as severe (under 50% attendance) 7 were our most disadvantaged pupils was 3% higher than the previous year.

As a result of this, **TS updated the attendance procedure and raised awareness with student, parents and staff. The strand, pastoral and safeguarding team received weekly data** about pupils whose attendance reached stage 2 and from this developed **increased communication with parents / carers.** In addition to this, **internal referrals were made where anxiety or well-being was a barrier to attendance. Formal meetings took place** for those who triggered stage 3 from this we had success in **offering early help.** For pupils whose attendance triggered stage

4 they were supported via **internal and external support (EWO)**. Attendance outcomes were improved as a result of the action (see individual case studies).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year. 2023/2024

Programme	Provider
Sensory / OT	Laura Graham Occupational Therapy
Advanced Training in Drawing and Talking	Drawing and Talking
Specialist Drama teacher	Rebekah Fortune
Music specialists	Make Some Noise
Forest School	Therapeutic Forest School

Planned non-DfE programmes that we intend to use pupil premium (or recovery premium) to fund the current academic year. 2024/2025

Programme	Provider
Sensory / OT	Laura Graham Occupational Therapy
Restorative and Relational Pathway	Staffordshire County Council
Trauma informed training	Imagine Inclusion
Specialist Drama teacher	Rebekah Fortune
Music specialists	Make Some Noise
Comic strip conversations	April Romley (EP SCC)
SEND awareness	Nasen