



CYP premium strategy statement

This statement details our school's use of CYP premium (and recovery premium) funding to help improve the attainment of our disadvantaged CYP.

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

School overview

Detail	Data
Number of pupils in school	172 DFE data from previous census: 131
Proportion (%) of pupil premium eligible pupils	84 based on previous census data
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Claire Shepherd Headteacher
Pupil premium lead	Claire Shepherd Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108 340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year <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>	£108 340
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Part A: CYP premium strategy plan

Statement of intent

Some common barriers to learning for disadvantaged children at College Park School have been identified as, less support at home, weaker language and communication skills, lack of confidence, more frequent behaviour difficulties and or difficulties self-regulating, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. This is all increased due to the complex needs of our CYP with SEN and their primary need for emotional regulation.

The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To support our children’s physical and emotional health and wellbeing to enable them to access learning at an appropriate level.
- To provide high quality targeted adult support to improve learning opportunities
- Provide our CYP with rich and varied opportunities in the community that they may not otherwise access.

Ensuring that appropriate provision is made for CYP who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged CYP are adequately assessed and addressed ·

When making provision for socially disadvantaged CYP, we recognise that not all CYP who receive free school meals will be socially disadvantaged · We also recognise that not all CYP who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the CYP Premium funding to support any CYP or groups of CYP the school has legitimately identified as being socially disadvantaged. · CYP premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be exclusive of:

- Provide CYP with the tools, expertise and equipment for emotional regulation by providing additional support where necessary
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Support payment for activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning outside the classroom
- Provide emotional and mental health support through targeted interventions.

Challenges

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

Challenge number	Detail of challenge
1	Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs.
2	Access to high quality adult support via targeted interventions.
3	Equality of access to a rich enhanced curriculum including varied experiences to develop knowledge and understanding of the world and enhance vocabulary acquisition

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
For CYP to develop communication and emotional regulation to enable them to achieve	A reduction in anxiety and behaviour which will result in CYP' ability to focus on and sustain learning and progress will improve in comparison to the previous year
Targeted support in communication to develop the use of communication aids – namely AAC devices, communication books & PECS Provision of communication resources available for home use	Increase in CYP attainment in spoken language by increasing the use of communication aids. Develop independence skills in preparation for adulthood
Targeted supported on the functions of behaviour from CAHMS, EP & OT, TEAM TEACH school trainers	A team-based approach, which includes collaboration between teachers, speech therapists, occupational therapists, educational psychologist, and parents, leads to improved outcomes for children with autism. This approach ensures that interventions are comprehensive, consistent, and tailored to each child's needs. Small group or 1:1 interventions

	enable more time for these professionals to work closely with children, which is often associated with better outcomes in communication, behaviour, and academic achievement .
Provide appropriate learning environment and resources to support CYP engagement	Increase in active engagement through the use of appropriate resources which will support CYP in developing independence and engagement

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication resources to support full communication across the school and at home.	To support children and young people (CYP) with autism in developing their communication skills and emotional regulation, leading to a reduction in anxiety and challenging behaviours. This will enable them to focus more effectively, sustain their learning Use of Augmentative and Alternative Communication (AAC): For CYP who struggle with verbal communication, introduce and support the use of AAC devices, sign language, or picture exchange systems (PECS) to promote clear, consistent communication. Visual Supports: Implement visual schedules, social stories, and emotion cards to assist CYP in understanding and expressing their needs, emotions, and daily routines. Self-Regulation Skills: Teach and model self-regulation techniques through structured activities, such as using emotion charts, visual timers, or calming routines during moments of stress or overstimulation. Targeted social skills development – showing children how to play together. Implementation of playground activities	1 2

	to support social interaction and self regulation https://pecs-unitedkingdom.com/pecs/ https://scerts.com/	
Ongoing CPD to support personalised curriculum development for the individual child	Provide staff training on autism-specific strategies for communication support, emotional regulation, and anxiety reduction to ensure that all adults working with CYP are well-equipped to support their needs. https://scerts.com/ https://www.autismeducationtrust.org.uk/ https://equals.co.uk/curriculum/	1 2
Staff training in areas of need relating to the SCERTS framework and Team Teach	Effective training in a framework associated with the measurement and development of social communication and emotional regulation skills in autistic people supports the development of character, resilience, emotional wellbeing and a sense of fulfilment and happiness. Such underpins success for longer-term outcomes: https://scerts.com/ Effective training in the safe handling and manoeuvring of dysregulated students facilitates safe and trusting relationships between students and staff allowing for more positive outcomes for all. Team Teach behaviour support training is used alongside the school's own training in de-escalation: https://www.teamteach.com/	2

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

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA support in classes</i>	Increased support allows for more 1:1 and small group interventions The support will allow for targeted interventions that support CYP to learn	2

	Peer Modelling and Social Skills Training: Small group interventions offer opportunities for peer interaction, which is vital for the social development of children with autism. Studies suggest that small group settings allow children to practice social skills in a controlled, supportive environment, which can lead to greater generalization of these skills to other settings. The social interaction in small groups also provides peer modelling, which can facilitate learning through observation and attention autism. Children with autism often experience sensory processing difficulties that can contribute to emotional dysregulation and anxiety. Small group interventions allow for targeted sensory supports, such as using sensory breaks, weighted blankets, or calming activities, which have been shown to reduce anxiety and prevent meltdowns .	
<i>HLTA support</i>	Increased HLTA support to be able to move across classes to support where needed for small group interventions. Cover for teachers to work together to share resources to further support for complex teachers.	2

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

Budgeted cost: £ 48 340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well Being support - Music therapy	For CYP to develop communication and emotional regulation. A reduction in anxiety and behaviour which will result in CYP' ability to focus on and sustain learning and progress will improve in comparison to the previous year. https://www.nordoff-robbins.org.uk/	1
Well Being support - Art therapy	A reduction in anxiety and behaviour which will result in CYP' ability to focus on and sustain learning and progress will improve in comparison to the previous year. Creative arts programs significantly improve emotional regulation and communication in children with autism, with music and art therapies being particularly effective.	1

	These programs not only provide a safe space for self-expression but also support social interactions through group activities, which can help children build relationships with peers and adults https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/arts-and-creative-therapies/	
Trips and visits to develop cultural capital will be planned to enhance the curriculum including residential	Providing a creative curriculum allows opportunities to access specialist teaching and learning, develop cultural capital and access cultural spaces. This is also an inclusion opportunity as it can bring culture into school when young people are unable to access it in the community. The importance of ensuring SEND young people access culture is highlighted in the Cultural Inclusion manifesto Our CYP often do not experience the wider world due to the complex needs and the limits parents may have in being able to take their children to range of venues https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/ https://culturalinclusion.uk/	3
External organisations coming into school to provide opportunities to experience a wide variety of organisations and exposure to different approaches	Children who are exposed to these have an enhanced knowledge and understanding of the world. CYP will have a rich and varied exposure to a number of organisations who can provide additional experiences Cultural organizations can often offer sensory-friendly activities designed to support children with autism who may experience sensory sensitivities. These may include quieter times in museums or galleries, art workshops using sensory-friendly materials, or adapted theater performances with reduced noise and lighting. Such activities can help children regulate their sensory experiences while providing an enriching cultural experience. Evidence: Research published in the Journal of Autism and Developmental Disorders (2016) has shown that sensory-friendly theater and museum programs can reduce anxiety and sensory overload in children with autism, allowing them to better engage and learn in these environments. Many cultural institutions have adapted their offerings to create autism-friendly spaces where children can engage in art or history without being overwhelmed by sensory input.	3

Total budgeted cost: £ 108 340

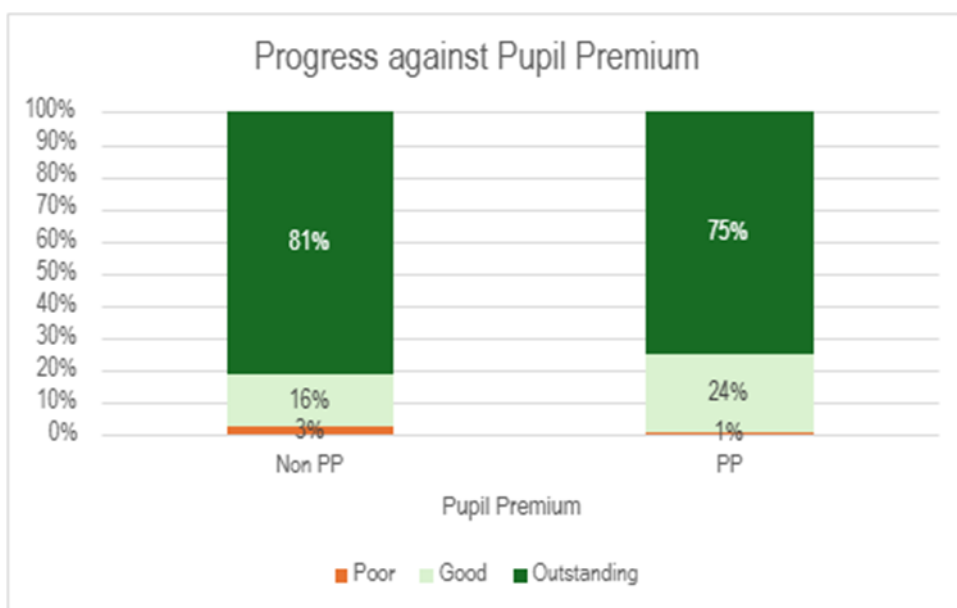
Part B: Review of the previous academic year

CYP premium strategy outcomes

This details the impact that our CYP premium activity had on CYP in the 2024 to 2025 academic year.

In 2024-2025 CYP premium funding impacted on CYP in the following ways:

- Additional Teaching Assistant support in some classes, to support with emotional regulation and academic support. This has led to a reduction of behaviour and increased support for mental health. Classes have been able to provide additional learning resources and opportunities to support progress and can develop independence.
- Music therapy for CYP to support emotional regulation and those who have high level of anxiety. CYP accessing music therapy have shown a reduction in behaviour during the sessions which has influenced their focus and attention in other sessions. There has been an increase to the cost for music therapy.
- Targeted support in communication to develop the use of communication aids – namely AAC devices, communication books & PECS. This has ensured consistent use of resources for CYP across the day to support learning, progress and communication. This builds on the use of phonics and the development of reading.
- Targeted social skills development –showing children how to play together. Implementation of playground activities to support social interaction and self regulation
- Activities for cultural capital have allowed CYP to gain access to different venues, activities and increased engagement in local organisations. Pupils have had a range of experiences outside of school and organisations coming into school.
- We have worked with a number of disabled led organisations which support our anti-ableist pedagogy and providing pupils with role models. One example is Blink theatre who worked with Post 16 to develop their own inclusive dance which was showcased at the Royal Albert hall.
- Progress measures indicate that there are no gaps between our disadvantaged pupils. Disadvantaged pupils progress at the same extent as their peers.



Externally provided programmes

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

CYP premium used for	Brief summary of intervention	Intended Outcomes	Impact
Well Being support -Music therapy Nordoff Robbins	Music therapist three days a week (across there sites) to work with individuals and groups in support of their emotional regulation	For CYP to develop communication and emotional regulation. A reduction in anxiety and behaviour which will result in CYP' ability to focus on and sustain learning and progress will improve in comparison to the previous year.	Some CYP' behaviour has been reduced and CYP are calmer after sessions. Overall, CYP are developing their self-regulation as staff have said they seem calmer after attending music therapy sessions.
Dance Step into Dance Jack Petchy Foundation	Weekly dance classes for Primary Class	For CYP to improve co-ordination and gross motor skills. Increased results in PE Mental health support	Greater participation in physical activities. CYP' co-ordination increased. CYP' confidence to perform also increased. CYP have been submitted

Step Change Studios			
Communication resources to support full communication across the school and at home.	Provide resources for targeted support in communication to develop the use of communication aids – namely AAC devices, communication books & PECS Ensure communications available for home use.	Increase in CYP attainment in spoken language by increasing the use of communication aids. Develop independence skills in preparation for adulthood Increase use of communication aids consistently throughout the day Increased use of communication aids at home.	There is greater understanding of the use of communication aids across the school. CYP have access to communication aids that are relevant to them. Staff are supported in progressing communication. More work is needed to ensure consistent use
Residential PGL	3 night residential for year 10 & 11 CYP	For CYP to develop self-help skills and confidence. This includes the cost of staffing, transport, accommodation and additional food.	Successful completion of residential. CYP reported that they had a great time and the learning was significant
Structured environment	Provide appropriate learning environment and resources to support CYP engagement	Increase in active engagement through the use of appropriate resources which will support CYP in developing independence and engagement	CYP are better regulated with rotations and structured environments to support their learning. There has been a reduction of incidences in two classes due to high support/low arousal in the learning environment
Trips & independence skills	Provide more opportunities for external learning through cover costs, additional staff to support the trip, travel and trip expenses	All CYP have the opportunity to engage with the local community and have opportunities for trips to different locations CYP will be active contributors to the local community	CYP have made more progress in functional learning through practical application of skills and knowledge learnt in the classroom. CYP more regulated in the community. Local shops and libraries have better

			understanding of CYP's needs and made adjustments to support them.
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Service CYP premium funding (optional)

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