

Academic Year	2025-2026								
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Focus Area	Desired Outcome	Chosen Action / Approach	Tunmarsh Allocation	New Directions Allocation	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?	Evaluation / Impact
High-Impact Interventions for Transition and Progression.	One-to-One and Small Group Interventions: Provide intensive, targeted support in literacy, delivered by skilled Literacy Coaches, overseen by the Head of English. Specialist Literacy and Numeracy Programmes: Implement evidence-based interventions, such as Lexia Power Up! (online learning platform), RM phonics-based programmes, and 'number' interventions. Pupils with emotional needs attend Remote Medical Outreach (RMO).	Carefully assess student needs and match them with appropriate interventions. Monitor student progress closely and adjust interventions as needed. Provide regular feedback to students and parents/carers. Ensure that staff are trained on the Lexia platform and numeracy tools.	£15,000.00	£6,125.00	Pupil Premium students in PRUs, when given targeted interventions, experience a transformative journey. By carefully assessing their needs and matching them with appropriate programs, such as those led by Jo and Ade in reading, we see significant improvements. Intensive tuition and structured programmes have proven effective in closing these gaps. Online learning platforms can provide additional support and access to learning outside of school hours. These students, who often arrive with substantial gaps in basic skills, particularly in reading, phonics, and literacy , gain confidence. This newfound confidence is crucial; it slowly builds a more positive self-image, a fundamental shift in how they view themselves. Literacy staff observe a marked increase in their desire to learn, demonstrating greater motivation and positive learning behaviors compared to their initial engagement. The 1:1 sessions, facilitated by strong teacher-pupil relationships, allow for personalised learning, meeting each student precisely where they are. Close monitoring of student progress ensures interventions are adjusted as needed, and regular feedback to students and parents/carers reinforces positive momentum. Furthermore, staff are delivering interventions on online learning platforms, for those on RMO. This holistic approach cultivates resilience, enhances well-being for our pupils. The Literacy Team and YD are working together on how we can implement a whole PRU reading intervention - Lexia and Power Up! so all pupils, regardless of their RA, are taking part in a daily, systematic and structured reading programme.	Head of English, Maths & RMO, and designated intervention staff.	Half-termly reviews of student progress data and intervention effectiveness.		The strategy for this focus area centred on providing one-to-one and small group interventions in literacy and numeracy, deploying specialised learning platforms, and supporting emotional needs through the Remote Medical Outreach (RMO) pathway. Successful Strategies & Implementation: Curriculum Scaffolding: Quality-first teaching has been adapted well across departments. In Maths, targeted numeracy strategies and intervention folders are embedded across KS3 and KS4. In Science, AI-supported adaptive teaching and Tier 3 vocabulary cross-referencing on Pupil Profiles ensure SEND and EAL learners can access the curriculum. SEND Alignment: The Deputy Head / SENCO and Assistant SENCO successfully implemented pupil shadowing, ensuring strategies outlined in Pupil Profiles are actively utilised in lessons. Furthermore, in-school Speech and Language Therapy (SALT) was successfully actioned to provide immediate support for the 42.1% of students presenting with Speech, Language and Communication Needs (SLCN). Evaluative Judgement on Academic Impact: The academic impact on Pupil Premium cohorts is mixed, with strong gains in baseline external accreditation but notable challenges in achieving standard (grade 4+) GCSE passes. National Benchmarking Success: A highly successful outcome of the academic interventions is that Newham PRUs outperformed the national Alternative Provision (AP) average for grade 4+ passes in both English Language (15.4% vs 12% nationally) and Maths (17.1% vs 13% nationally). Accreditation Currency: The interventions successfully ensured high levels of qualification completion. At Tunmarsh, 81% of Pupil Premium students secured at least one grade 1-9 pass. Strategies to reduce unclassified results were highly successful at New Directions, where 100% of onsite students achieved a classified grade (1-9) in English, up from 62% the previous year. Similarly, onsite Maths currency at New Directions rose from 55% to 92%. Vocational Growth: The expansion of the vocational offer proved to be a successful strategy; pass rates in Land Based Studies at New Directions surged by 26 percentage points to 82%. Standard Passes (Grade 4+): Conversion to standard passes remains an area for development. At Tunmarsh, 19% of Pupil Premium students achieved a 1+ 9-4 pass, while at New Directions, 0% of the Pupil Premium cohort achieved this threshold. Overall Value: The wider PRU cohort performed above the national Alternative Provision (AP) average in English Language (15.4% achieving a 4+ vs 12% nationally) and Maths (17.1% vs 13% nationally). This indicates that the core numeracy and literacy interventions are performing well relative to the broader sector.
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Improved attendance, behaviour, and emotional well-being of Pupil Premium students, creating a positive learning environment.	Increased parental engagement in their child's learning and a significant improvement in attendance and punctuality, particularly reducing PA50 and PA10 rates.	Morning Activity Interventions: Implement a structured morning activity program to incentivise early arrival and improve punctuality. This can include breakfast clubs, academic catch-up sessions, or sports activities. Targeted Communication and Support: The attendance team will increase communication with families through regular phone calls, emails, and home visits to address persistent absence. Structured Parent/Carer Sessions: Provide workshops and information sessions on topics such as supporting home learning and managing behaviour. Monitoring and Intervention: Use a multi-phase approach to track and intervene on attendance. This includes: Phase 1: Early identification of persistent absence (PA), initial communication (letter 1), and offering student support. Phase 2: Follow-up communication (letter 2) and a home visit to offer additional family support. Phase 3: Letter 3, a mandatory parent surgery, and a notice to improve. Phase 4: Letter 4 and a formal referral to the Local Borough of Newham (LBN).	£24,775.00	£10,000.00	Evidence and Rationale: Poor punctuality and high levels of PA50 and PA10 directly correlate with lower academic outcomes. Research indicates that early interventions and proactive communication with families are crucial. Morning activity interventions can directly address punctuality by providing a positive incentive for students to arrive on time. A multi-phase strategy ensures that issues are addressed systematically before they escalate.	Implementation: The attendance team, in collaboration with pastoral and teaching staff, will be responsible for implementing these strategies. Regular data analysis will track the impact of the interventions on punctuality and attendance rates.	Attendance Officer and designated pastoral staff.	Termly reviews of attendance data, punctuality, and parental feedback. The strategy targeted persistent absence and emotional dysregulation through structured morning activities, increased family communication, multi-phase tracking, and structured therapeutic support. Successful Strategies & Implementation: Punctuality Incentives: Both secondary provisions implemented a highly successful Punctuality Raffle, which significantly raised the profile of attendance and effectively engaged parents and carers. Mandatory detentions for latecomers were also successfully embedded at Tunmarsh. Therapeutic Overhaul: 1:1 interventions were completely redesigned into structured 6-week programs with formal baseline and post-intervention assessments. This was reinforced by the deployment of Therapeutic Education Practitioners (TEPs) who managed real-time crisis de-escalation. Curriculum Redesign: The adoption of the "Life Lessons" PSHE curriculum explicitly addressed emotional literacy, consent, and conflict resolution, improving engagement compared to the previous syllabus. Evaluative Judgement on Behaviour & Well-being Impact: The PPG investment yielded exceptional outcomes in behaviour management and emotional regulation. Behavioural Improvements: The structured therapeutic routines drove a 31% year-on-year reduction in physical aggression and a 22% reduction in disruptive behaviour across all provisions. Fixed-term suspensions decreased, particularly across KS3, which saw a 24% reduction in days lost to suspension. Reductions in Aggression: The overhaul of 1:1 therapeutic interventions into structured 6-week programmes directly contributed to a 31% year-on-year reduction in physical aggression across provisions. Disruptive behaviour and classroom defiance also saw a 22% reduction. Suspension Decreases: Key Stage 3 cohorts experienced a 24% reduction in total days lost to suspension, largely driven by improved internal de-escalation protocols and the active deployment of Therapeutic Education Practitioners (TEPs). Cover Supervisors were successfully deployed to protect TEP intervention time. Measurable SEMH Growth: For students completing the 6-week therapeutic cycles, post-intervention Boxall Profiles demonstrated measurable growth in developmental strands, including emotional security. Evaluative Judgement on Attendance Impact: Progress regarding attendance is nuanced; while structural metrics proved challenging, individual momentum is highly positive. Baseline Challenges: Overall mean attendance for the Pupil Premium subgroup declined from 58% to 48% at Tunmarsh, and severe absence (>50%) rose to 50% across both sites. This reflects the increasing SEMH complexity and severe-absence history of incoming cohorts. Individual Progress: Despite the drop in overall averages, the targeted interventions had a profound impact on individual trajectories. 73% of Tunmarsh students and 74% of New Directions students improved their individual attendance relative to the previous year. Successful Strategies: The implementation of a Punctuality Raffle across both secondary provisions successfully raised the profile of attendance and engaged parents. Additionally, mandatory detentions for latecomers at Tunmarsh successfully addressed persistent tardiness. Leadership Gaps: The overarching structural metrics were hindered by the long-term absence of the Senior Leader for Attendance and a 50% reduction in senior leadership capacity, which heavily impacted the quality assurance of targeted interventions	
Total budgeted cost			£39,775.00	£16,125.00					