

Pupil Premium strategy statement – Warren Wood School

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	118
Proportion (%) of pupil premium eligible pupils	60% (71 pupils)
Academic years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Lea Mason
Pupil premium lead	Claire Buxton
Trustee lead	David Rhodes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,120
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>	£102,120

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium (PP) funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. At Warren Wood, we put 'quality first teaching' at the centre of our practice to deliver a broad and balanced curriculum. Based on research, this has the greatest impact on closing the attainment gap and benefits every pupil within the school community.

Pupils at Warren Wood will make at least expected progress from their starting point in English and Mathematics, in line with their personalised targets. We intend for all pupils to have access to a wide range of interventions and strategies in school to meet their individual needs. We facilitate pupils to access higher ratios of staff support as and when required.

Pupils have access to a wide range of enrichment experiences both in and out of school. These positively impact on their academic achievement and well-being. For many of our pupils, meeting their individual needs involves access to our wide-ranging pastoral support with a focus on developing self-regulation strategies, wellbeing, and emotional and social support. This supports parents, carers, through a one team approach.

We will also aim for any disadvantaged pupils to increase their engagement and attendance at school, therefore diminishing the difference between themselves and non-disadvantaged pupils. This will enable them to experience the full learning experience on offer at Warren Wood School

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for their next stages in life.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils show that disadvantaged pupils may have greater challenges around communicating and expressing their needs, emotions, with a lower level of emotional literacy than their peers, including social interaction difficulties.
2	Our assessments and observations of pupils show that our disadvantaged pupils have fewer experiences of books and language rich environments that prelude reading skills.

3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils may have fewer opportunities to access life experiences and community participation, to make connections across their learning.
4	Disadvantages pupils may have a more complex home lifestyle impacting attendance and lower parental engagement, challenges around active engagement and exploration and persistence in learning.

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
PP Pupils make at least expected progress, in line with their personalised targets, in English, Maths, through targeted access to interventions and strategies to develop communication skills, including AAC and learning Makaton.	PP and Children in Care pupils will sustain good outcomes, achieving expected progress, in core curriculum areas.
<p>Pupils will have access to varied communication strategies, a language rich environment.</p> <p>Pupils will be able to access the wider curriculum through their understanding of texts and communication.</p>	<p>Pupils will benefit from access to interventions such as, increased 'green' activities, ELSA, therapies and social therapies.</p> <p>Most pupils will make expected or better progress in communication and reading.</p> <p>Pupils will have regular access to reading interventions to foster the love of reading</p>
<p>PP Pupils have access to a range of cultural capital experiences and opportunities to play an active role in their school and local community, seeing themselves as part of different communities.</p> <p>PP pupils access support from the Pastoral, accessing relevant interventions to develop strategies to manage emotional wellbeing, develop self-esteem and pro social behaviours to enable</p>	<p>PP pupils will have more confidence and be able to access different experiences developing their self-confidence and interpersonal skills.</p> <p>Pupils benefit from enrichment activities and outdoor learning environments as part of their curriculum offer enabling them to raise their self-resilience and self-esteem, form and sustain meaningful relationships and provide them with opportunities to experience a range of</p>

<p>engagement in wider community activities.</p>	<p>inclusive opportunities and experience success.</p> <p>Pupils are provided with opportunities to access the local community through the window on the wider world including trips and visits and visitors to the school.</p> <p>Behaviour incidences continue to reduce due to wide range of strategies, from whole school PBS to individual programmes. Pupils use Zones of Regulation to explain and manage their feelings, all our pupils experience social communication difficulties.</p> <p>Pupils receiving pastoral support will be better prepared to increase their self-resilience and self-esteem.</p>
<p>PP pupils have access to enrichment activities outside the classroom and interventions such as rebound therapy, hydrotherapy, and a sensory diet.</p> <p>Increased parental engagement through parental workshops, events in school, PTA and improved attendance for PP pupils.</p>	<p>Enrichment and interventions are part of the curriculum offer as well as individual timetables. (including through increased 'green' activities) These interventions enable pupils to engage with their learning, supports the whole child, provides brain breaks and assists self-regulation, stimulates communication, builds core strength, and promotes resilience.</p> <p>Parents of PP pupils will engage positively with school through positive relationships with staff and feeling valued and welcomed into the school environment.</p>

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: £58,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will be able to express their needs and emotions through increased levels of emotional literacy to support on task behaviour for learning.	<p>Pupils being able to express their needs, wishes and emotions through emotional literacy will be able to use strategies to self-regulate and therefore demonstrate 'on-task' behaviour.</p> <p>Zones of Regulation training for staff to roll out across the school to be a shared language for all pupils no matter their disadvantage or communication levels.</p>	1
Pupils will be able to access the wider curriculum through their understanding of texts and communication.	<p>Consistency in the teaching of reading will make this more familiar and hence reduce cognitive load of pupils, whilst also ensuring it is done in the most highly effective manner through fidelity to a scheme. Early reading skills taught including how to interact with books, listening to stories being read and introduction to language of RWI.</p> <p>CPD on vocabulary teaching will ensure teachers are able to effectively teach both explicit and implicit vocabulary through all curriculum pathways, to the betterment of pupil progress and vocabulary development.</p> <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject.</p>	2

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

Budgeted cost: £32,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will have specific teaching and learning on understanding and expressing their emotions.	Our assessments, observations and discussions with pupils show that disadvantaged pupils may have greater challenges around communicating and expressing their needs, emotions, with a lower level of	1

Staff training on Zones of Regulation which supports pupils to self-regulate their emotions.	emotional literacy than their peers, including social interaction difficulties.	
<p>Pupils will have access to varied communication strategies, a language rich environment.</p> <p>Pupils will be able to access the wider curriculum through their understanding of texts and communication.</p>	<p>Interventions targeted at specific needs and gaps in knowledge can be an effective method to support low attaining pupils or those who fall behind. This is predominantly done on a small group tuition basis.</p> <p>1:1 RWI support for pupils with emerging phonics knowledge to prepare them for the next stages of reading.</p>	2

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

Budgeted cost: £ 11,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to access a range of opportunities and experiences to enable strong cultural capital and access to the community.	Through observations and conversations with pupils and their families, we find that disadvantaged pupils may have fewer opportunities to access life experiences and community participation, to make connections across their learning.	3
Increased attendance for all with a focus on parental engagement to reduce severely/persistent absence.	PP pupils may have a more complex home lifestyle impacting attendance and lower parental engagement, challenges around active engagement, exploration, and persistence in learning.	4

Total budgeted cost: £ 102,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils make expected progress from their unique starting points, demonstrating growth in communication, social development, and curriculum areas tailored to their individual pathways. This progress is regularly monitored through both informal and formal learning walks conducted by class leads and staff. Augmentative and Alternative Communication (AAC), alongside programmes such as Read, Write Inc. and Colourful Semantics enhances pupils' literacy and communication skills in all curriculum pathways.

Pastoral support fosters self-resilience and self-esteem, with a variety of interventions in place, including increased engagement in 'green' activities, therapies, and social therapies. Pupils benefit from Scouting which is integrated into the curriculum. It has helped to build resilience, encouraged meaningful relationships, and offers inclusive experiences. Working towards scouting badges helps pupils to have a sense of achievement and their confidence and social skills are boosted.

Behavioural incidents are managed through a comprehensive range of strategies, including whole-school Positive Behaviour Support (PBS) and individualised programmes. Staff, including new team members, receive training in PBS, and pupils are supported with behaviour risk assessments and personalised PBS plans to aid self-regulation. Access to green spaces, in partnership with families, further supports emotional and behavioural development.

Enrichment activities and interventions are embedded into the curriculum and pupils' personalised timetables. These interventions have helped to promote active engagement with learning, supports the holistic development of each pupil, provides brain breaks, assists self-regulation, stimulates communication, strengthens core physical abilities, and nurtures resilience which prepares pupils for their next steps in education.

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
Drumming and music lessons.	Lincolnshire Music Service