

Pupil Premium Strategy statement - Warren Wood School 25/26

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	132
Proportion (%) of pupil premium eligible pupils	62% (81 pupils)
Academic years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Lea Mason
Pupil premium lead	Claire Ellis
Trustee lead	David Rhodes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£106,050

Part A: Pupil premium strategy plan

Statement of intent

Warren Wood School aims to ensure that all disadvantaged pupils, including those with complex needs and Children in Care, achieve strong academic, social, emotional and communication outcomes from their individual starting points.

We recognise that our learners have spiky profiles, and therefore our strategy prioritises:

High-quality teaching and communication-rich environments

Systematic early reading and vocabulary development

Tailored interventions rooted in robust assessment

Pastoral, therapeutic and “green” interventions to support wellbeing and self-regulation

Increased parental engagement and access to community and cultural experiences

Clear progression pathways preparing pupils for adulthood

Our approach is needs-led rather than label-led and combines evidence-based practice with specialist provision. Strategies are responsive, regularly reviewed, and co-produced with families.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of emotional literacy, communication and social interaction skills impact pupils' ability to express needs and regulate emotions.
2	Reduced exposure to books, early reading routines and vocabulary-rich environments limits reading readiness.
3	Limited opportunities for cultural capital, community participation and life experiences
4	Complex home circumstances can affect attendance, parental engagement and sustained engagement 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
Improved communication, emotional literacy and self-regulation.	<ul style="list-style-type: none"> • ≥80% of PP pupils meet personalised communication targets. • Reduction in behaviour incidents for PP pupils over the year. • All staff trained in Eiklan; consistent use of AAC/Makaton across school. • Pupils articulate emotions using shared frameworks (e.g., Zones of Regulation).
Improved early reading, vocabulary development and access to texts.	<ul style="list-style-type: none"> • Most PP pupils make expected or better progress in reading from their starting points. • High fidelity to RWI; consistent implementation observed in monitoring. • Pupils accessing 1:1/targeted reading interventions show accelerated progress.
<p>Increased cultural capital and participation in community life.</p> <p>Cultural capital has a disproportionate impact for pupils with SEND who may have limited access to community experiences. Trips, outdoor learning and sensory-rich activities support engagement (linked to Engagement Model domains) and preparation for adulthood.</p>	<ul style="list-style-type: none"> • PP pupils access a planned programme of enrichment and community outings. • Improved engagement, communication and social interaction recorded in observations. • Pupils demonstrate improved self-confidence and sense of belonging.
Improved attendance and parental engagement.	Reduction in persistent absence for PP pupils.

EEF research on parental engagement (+4 months) is adapted for SEND families where capacity, transport, health and social care involvement and home circumstances may be more complex.	<ul style="list-style-type: none"> • Increased attendance at parental workshops/events. • Strong parent-school relationships reflected in feedback and reduced safeguarding escalations.
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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: £61,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional literacy, communication & regulation training (Zippy & Friends, Elklan, PBS)</p> <p>ELSA, Zones of Regulation and structured emotional literacy programmes are implemented within a therapeutic curriculum model. While EEF evidence for SEL (+4 months) is drawn from mainstream populations, our adaptations include sensory regulation, reduced language demand, visual scaffolds and relational approaches so pupils can access learning.</p>	<ul style="list-style-type: none"> • Social and Emotional Learning (+4 months) • Behaviour Interventions (+3 months) • Oral Language Interventions (+6 months) <p>Rationale: Developing a shared emotional literacy and communication framework reduces cognitive load and supports self-regulation, improving access to learning.</p>	1
High-quality reading and vocabulary teaching (RWI fidelity, vocabulary CPD, disciplinary literacy)	<ul style="list-style-type: none"> • Phonics (+5 months) • Reading Comprehension Strategies (+6 months) 	2

<p>High-quality communication support is essential for SEND learners for whom expressive and receptive language is a primary barrier. At Warren Wood, strategies such as Elklan, AAC and structured interaction are not add-ons but core entitlements. EEF evidence (e.g., oral language interventions +6 months) shows strong impact in mainstream settings; therefore, these strategies have been adapted to our pathways to support pre-verbal, semi-verbal and verbal communicators.</p>	<ul style="list-style-type: none"> • Oral Language Interventions (+6 months) • Developing Literacy in KS2 (EEF guidance) <p>Rationale: Consistent implementation strengthens reading progression and language acquisition for pupils with limited early literacy exposure.</p>	
<p>PSHE curriculum enhancement through high-quality texts and structured progression</p>	<ul style="list-style-type: none"> • Metacognition & Self-Regulation (+7 months) • Social & Emotional Learning (+4 months) <p>Rationale: High-quality texts support language development, emotional understanding and contextual learning across pathways.</p>	<p>1 & 2</p>

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

Budgeted cost: £31,024

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted emotional literacy and communication interventions (e.g., ELSA, social communication)</p>	<ul style="list-style-type: none"> • Small Group Tuition (+4 months) • Oral Language Interventions (+6 months) 	<p>1</p>

<p>interventions, AAC support)</p>	<ul style="list-style-type: none"> • Behaviour Interventions (+3 months) <p>Rationale:</p> <p>Structured interventions accelerate the development of expressive and receptive communication skills.</p>	
<p>RWI intervention & small group reading support.</p> <p>Early reading and phonics programmes (EEF +5 months) are delivered with personalised entry points, intensive overlearning, sensory-motor approaches, and alternative pathways for pupils not yet ready for abstract phoneme-grapheme correspondence. Fidelity to RWI is balanced with the need for multisensory practice, symbol-supported text and AAC.</p>	<ul style="list-style-type: none"> • 1:1 Tuition (+5 months) • Phonics (+5 months) • Small Group Tuition (+4 months) <p>Rationale:</p> <p>Intensive reading support is essential for pupils with spiky profiles to build decoding, fluency and comprehension.</p>	2

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

Budgeted cost: £ 12,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital, outdoor learning and community participation (Music Service, trips, green activities)</p>	<ul style="list-style-type: none"> • Arts Participation (+3 months) • Outdoor Adventure Learning (+4 months) • Sports/physical activity – emerging evidence of improved self-regulation <p>Rationale: Pupils require connection between</p>	3

	classroom learning and real-world experiences to build schema, confidence and communication.	
Attendance and parental engagement strategy	<ul style="list-style-type: none"> • Parental Engagement (+4 months) • Behaviour Interventions (+3 months) <p>Rationale: Strengthening relationships with parents removes barriers, increases attendance and improves engagement in learning.</p>	4

Total budgeted cost: £106,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils made strong progress across pathways from their individual starting points. Improvements were evident in:

Communication & Literacy

Increased use of AAC and Makaton enabled stronger expressive communication.

RWI and Colourful Semantics led to gains in phonics, vocabulary and comprehension.

Social, Emotional & Behavioural Development

Pastoral and therapeutic support (green activities, sensory regulation, ELSA-type provision) improved readiness to learn.

Whole-school PBS training ensured consistent practice and reduction in behavioural incidents.

Engagement & Wellbeing

Enrichment and personalised timetables supported self-regulation, physical development and resilience.

Pupils showed improved participation and confidence.

These combined approaches ensured that pupils were **well-prepared for the next stage of learning**, with holistic needs met through a specialist, inclusive curriculum.

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

