

Pupil premium strategy statement – Woolgrove School, Special Needs Academy

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	125
Proportion (%) of pupil premium eligible pupils	38.4% (48 pupils)
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)	2024/2025 to 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lisa Hall, Head Teacher
Pupil premium lead	Lisa Hall, Head Teacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-2026	£80,295 (as per Gov allocations spreadsheet Oct 25)
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>	£80,295

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide every child with a personalised approach to develop their communication, learning and well-being. We work in partnership with parents/carers and a range of professionals to support the children's special educational needs and disabilities and overcome barriers for all our pupils. We aim to maximise opportunities and provide enrichment activities for all pupils and our goal is to encourage maximum attendance at school. This strategy supports these aims.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching or interventions to support communication, reading and physical development. It is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils who have joined the school in recent years and whose education has been negatively affected, either by poor/non attendance or a part-time timetable, at their previous setting. We will also be considering the impact on their wellbeing and behaviour of a different school experience prior to joining our school e.g. taught away from their peers or with 1:1 adult support, and will focus on developing resilience and independence in school and their personal life.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance: 34 new pupils joined the school in September 2024 and are in a range of classes across the school. 11 of these pupils are eligible for pupil premium. All pupils join us attending full-time. Many of these children have previously only attended school full time or had a part-time education at their last school so they, and sometimes their parents, need considerable support to attend full time. They have previously had 1:1 adult support so generally lack independence skills and resilience in learning. They need support to adjust to less adult support in school.</p> <p>Whole school attendance figure for 2023/24 was higher than the national special school average at 90.1%. The data showed that overall attendance of disadvantaged pupils (86.3%) was lower than other pupils (92.5%).</p>

2	<p>Parental Communication and Attendance: Communication with parents can be affected by the fact that the majority of our pupils live a considerable distance from the school and travel to and from school in County transport. This limits daily face-to-face contact with parents/carers and makes communication with some families more challenging. Challenges around parental partnership/engagement are often due to limited/no access to or ability to use technology effectively and limited face to face contact with school. Some meetings and communication are still being carried out by phone or virtually. Long journeys in transport can also impact negatively on these pupils' attendance and wellbeing.</p>
3	<p>Lack of Specialist/Medical Support: The continuation of ongoing limited access to specialist external support for those pupils with complex needs, due to rising demand and long waiting lists, results in our pupils not accessing necessary medical support quickly enough. The recent national shortage of ADHD medication has caused difficulties for some pupils and their families. Some parents are using the Right to Choose pathway to access assessments for diagnosis but there is still a wait of several months or more.</p>
4	<p>Impact of low incomes: The continuing cost of living crisis and resulting financial issues is having a detrimental impact on the lives of our children and their families. The ongoing impact on children of missed general life experiences due to financial constraints or the impact of their additional needs results in our pupils failing to thrive e.g. contact with family, visits, every day experiences, shopping, going to the park, swimming, etc. Working families who are just above the threshold for benefits are of particular concern. The lack of experience is having a negative impact on the pupils' communication skills, learning, mental health, behaviour and wellbeing.</p>
5	<p>Poor physical health: Many pupils have a poor diet due to their additional needs. Many pupils have physical needs linked to poor core stability and/or fine/gross motor skill difficulties.</p>
6	<p>Cramped School Facilities: The physical environment of the school building is a barrier to learning and pupil wellbeing. Some of the classrooms are small and overcrowded, given the size of room and the older age of pupils. The LA commissioned a Sufficiency Report (March 2025) which states that we are between 20-30 pupils over number. We are working with HCC to work on an expansion plan to take in more pupils for September 2026 in a new modular build, as well as addressing the cramped conditions of our 4 smallest classrooms in the main school building.</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
Children with emotional and behavioural needs feel emotionally more secure and there is an improvement in attendance, wellbeing and behaviour.	<p>Increase in pupil attendance as those with lower attendance attend school more frequently.</p> <p>Reduction in challenging behaviour as evidenced in behaviour incident logs on CPoms.</p> <p>Children's emotional resilience will improve. Increase in confidence and more positive interactions with other pupils and staff are evident. Data from Wellbeing Scales (pre and post intervention/support).</p>
Continue to diminish the difference between disadvantaged pupils and non-disadvantaged pupils. Focus on progress in whole school PP phonics writing and reading.	Progress/attainment gaps are diminished, especially in PP whole school phonics writing and reading.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes (IPMs).
Physical and sensory development – children's core stability, coordination and fine/gross motor skills are developed.	An improvement in mobility, confidence, social skills, engagement in physical activities (in PE and play activities).
Continue to sustain enrichment activities to support well-being e.g. wellbeing sessions, mindfulness club, yoga, Lego Therapy, Tap Touch music sensory programme, choir/singing groups, music lessons, visiting artists and theatre companies, department trips and activity week/residential trip for Year 6 pupils.	Pupils are able to access a wide range of specialist enrichment activities to harness and develop their emerging talents and interests.

Activity in this academic year – 2025/2026

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: **£3,295** (% of cost for 2 TAs x 2 days pw)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Rebound Therapy to identified pupils	Accredited and internationally recognised/approved rebound therapy approach	5

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

Budgeted cost: £40,000 (% of NN costs), £5,000 (% of NELI and Lego Therapy TA costs – 2 TAs x 2 days pw) and £2,000 for Year 6 activity/residential trips.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention (NELI): small group of pupils, led by NELI trained staff member, to develop language and word reading	NELI = DfE funded and well-evidenced early language programme Every school with Reception class offered early language training - GOV.UK (www.gov.uk)	4
Twinkl Phonics: additional support by Nursery Nurses to focus on phonics writing/reading	Twinkl Phonics is a DfE validated scheme Twinkl Phonics - DfE Validated Scheme - Primary Resources	4
Range of enrichment activities to support well-being: wellbeing sessions, mindfulness club, yoga, Lego Therapy, art activities through whole school arts fortnight, Tap	Observations evidence that pupils are able to access a wide range of specialist enrichment activities to harness and develop their emerging talents and interests and support their cultural development and physical / emotional wellbeing.	4

Touch music sensory programme, choir/singing groups, music lessons (CLA) and activity week/residential trip for Year 6 pupils.	Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk) Arts participation Teaching and Learning Toolkit EEF Enhancing physical education provision and improving access to sport and physical activity in school (publishing.service.gov.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000 (% PSW) + £5,000 (% FSW)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker (PSW): Bespoke pupil pastoral support e.g. soft starts, mind tidy, bespoke 1:1 or group sessions	Reduction of behavioural incidents, improved attendance, increased pupil engagement and independence.	1
Family Support Worker (FSW): Additional support for parents/carers, coffee mornings, sessions, check in calls, emails, attendance at CIN, CP and IFF meetings	Multi professional approach and improved engagement with parents/carers leading to improved attendance and outcomes for pupils APPENDIX 1: PRACTITIONERS SUMMARY (publishing.service.gov.uk)	2

Total budgeted cost: £80,295

Part B: Review of the previous academic year – 2024/2025

Outcomes for disadvantaged pupils

Our school assessment data for 2024-2025 shows that there was no noticeable difference between pupil premium (PP) and the rest of the school. PP children outperformed the rest of the school in 6/9 areas of Phase 1 Phonics.

National KS1 Phonics Screen Check - All the pupils at Woolgrove have learning difficulties and are working significantly below ARE so only a few undertake the KS1 Phonics Screen Check in Year 1 (and again in Year 2). It is rare for our pupils to pass this assessment with a score of 32 or higher. In 2024, 3/12 Year 1 pupils took the Check and one child (non PP) achieved 34/40, the other two pupils (both FSM) did not pass but scored 22 and 2. Year 2 pupils: 8 out of the 20 Year 2s took the check and 2 scored over 50%.

For 2025-2026 a target for the whole school, including PP, is to improve progress and attainment in Phonics Level 1, Phonics Writing, Spelling and Phonics Reading.

Attendance - Overall whole school attendance for 2024/2025 was 92.7%, with Pupil Premium overall attendance at 90.7%. The PP attendance figure was slightly lower than the rest of the school but several of these families received significant support from the FSW and PSW and attendance improved as the year progressed. The difference between attendance of all pupils and PP pupils for 24/25 was -2% compared to -6.2% for 23/24. This data shows that the attendance of our PP pupils improved last year and the gap reduced by 4.2%.

All Year 6 pupils successfully participated in the activity and residential weeks, as appropriate.

Observations and records show that the majority of pupils who received interventions made progress in the areas that were targeted.

CPOMS logs monitored by SLT for all pupils including those identified as PP. Analysis and discussion of incidents on CPOMS led to identification of pupils who have required additional support/intervention.

42% of PP pupils (22 pupils) received PSW intervention focusing on supporting a range of individual/group needs e.g. managing emotions, positive behaviours, friendship groups, supporting anxiety/self esteem, understanding my body/puberty.

17% of PP pupils (9 pupils) received more than one PSW intervention

29% of PP pupils (15 pupils) received additional support through individualised planning to support behaviour (Therapeutic plans, Early prognosis).

