

Statement of pupil premium strategy – SEN schools

1. Summary information					
School	Fox Wood School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD, ASD, PMLD
Academic Year	2025-26	Total PP budget	£72,700	Date of most recent PP Review	March 2025
Total number of pupils	119	Number of pupils eligible for PP Primary 34 x £1385 Secondary 26 x £985	60 in March 2025	Date for next internal review of this strategy	March 2026

2. Current attainment			
		<i>Pupils eligible for PP (your school) Average % progress made Sept 23 – Feb 24</i>	<i>Pupils not eligible for PP Average % progress made Sept 23 – Feb 24</i>
Number - average attainment using B Squared (Sept 2024 - Feb 2025)		17%	15%
Reading - average attainment using B Squared (Sept 2024 - Feb 2025)		16%	15%
Spoken Language - average attainment using B Squared (Sept 2024 - Feb 2025)		11%	11%
Writing - average attainment using B Squared (Sept 2024 - Feb 2025)		13%	13%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Some pupils experience behaviour challenges, Ready to Learn programme alongside personalised Sensory Steps used to teach pupils to self-regulate
B.	Some children need focused support with social, emotional and mental health needs or pastoral concerns
C.	Some pupils in key identified cohorts continue to need focused support in closing the gaps in basic skills
External barriers	
D.	There are a small number of pupils eligible for PP whose attendance is lower than may be expected due to the impact of their medical condition(s)
E.	

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils and those with identified difficulties. Prepare pupils to ensure that they are ‘ready to learn’	Identified pupils in receipt of PP funding will have received a block of input focused on wellbeing through arts, delivered by the OT Assistant Wing Yeung, under the direction of the OT Anita Frazer
B.	Increase progress in functional English, Maths and/or communication, particularly for our disadvantaged pupils and those with identified difficulties.	Identified pupils in receipt of PP funding will have received a block of Focused Support during the academic year. This will be designed to suit individual pupil needs. Progress evidenced using B Squared, Evidence for Learning
C.	Provide opportunities for musical development through music lessons led by an experienced music tutor	Pupils will have increased opportunities for musical development to promote wellbeing.
D.	Provide appropriate resources for identified pupils in receipt of PP funding to access the opportunities offered at school including snack money, appropriate clothing purchased, educational visit/s paid for	Pupils have appropriate equipment and opportunities to enable them to access the wider curriculum
E.	Provide resources for Art Therapy for pupils with a need for therapeutic support identified via SEMH panel referrals	Pupils will have increased opportunities for therapeutic support to promote positive mental health and wellbeing.
F.	Provide Music Therapy for pupils with a need for therapeutic support identified via SEMH panel referrals	Pupils will have increased opportunities for therapeutic support to promote positive mental health and wellbeing.
5. Planned expenditure		
Academic year	2025-26	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		

i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils have wider opportunities to increase and accelerate their progress in identified strands throughout the day/term/year	Focused support TA employ evidenced based approaches and share with class for continuation of program	Focused Support sessions driven by evidence-based approaches for identified pupils with SEND alongside in-depth data reviews, sessions are designed for individual pupils and may be in class, 1:1 support/booster, accompanying on visits to support transfer of skills Evidence from past progress and good practice is built upon and shared with class teams https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	Termly data review Focused Support quality assurance measures led by TLR leads Termly Focused Support review meetings Work scrutiny through EfL	LB	Termly review meetings Termly QA and data review
Total budgeted cost					L3 TA 5 days per week £24,000 per year
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase and accelerate progress in communication for identified pupils in receipt of PP funding	Communication TA's trained by SALT working with identified pupils	Communication lead identifies pupils and liaises with SALT to set/review targets. Past progress has been monitored- communication support has yielded positive results for all. This has been implemented for many years. Supporting children with communication needs Research in Practice	Termly data review Termly monitoring of communication TAs Termly meetings with TLR lead	LP	Termly Level 2 TA cover for 1 day per week £4940
Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils and those with identified difficulties. Prepare pupils to ensure that they are 'ready to learn'	Occupational Therapist Anita Frazer supervises the OT Assistant Wing Yeung, pupils are identified and Wing delivers the most suitable programme to achieve and sustain improved wellbeing for all pupils, pupils are 'ready to learn'	EEF - Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL (social emotional learning) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment	Termly data review Termly monitoring of OT Assistant by OT, termly meetings with Pupil Support Manager	LB	OT Assistant Training £1000 plus Termly cost £7,600.33 = £23,801 per year

Total budgeted cost					£28,741
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide appropriate resources for pupils in receipt of PP funding to access the opportunities offered at school including snack money, appropriate clothing purchased, educational visit paid for etc.	PP to be used to provide resources if parents are unable to do so	This ensures that no pupil is disadvantaged in their access to school and its opportunities https://educationbusinessuk.net/features/keep-educational-visits-part-curriculum#:~:text=Increase%20student%20engagement&text=Consequently%20they%20are%20more%20likely,in%20a%20traditional%20classroom%20environment.	Requests by staff must be countersigned by DHT	LB	Termly £2000 clothing, trips, snack
Provide tutor led music session on a weekly basis	PP used to pay for a music tutor to deliver music lessons	Increased opportunities to promote pupil wellbeing through music, the vast majority of our pupils enjoy music sessions Rus A, Dohotaru AI, Catalano H et al. (2024) Development of social-emotional skills in early education through musical activities: Experimental study. Educatia 21 28: 13.	Led by an experienced music tutor from 'Live Music Now'	JW	Termly £3800
Provide resources for Art Therapy for identified pupils	PP used to pay for resources for the Art Therapist (student one day per week)	Increased opportunities and range of materials for pupils to use within therapeutic support sessions, to promote positive mental health and wellbeing Processes of change in school-based art therapy with children: A systematic qualitative study	Pupils referred through SEMH panel, monitoring by LM	LB	Annually £1600
Provide Music Therapy for identified pupils	PP used to pay for Art Therapist one morning per week	Increased opportunities for therapeutic support to promote positive mental health and wellbeing Geretsegger M, Elefant C, Mössler KA et al. (2014) Music therapy for people with autism spectrum disorder. Cochrane Database of Systematic Reviews 6: CD004381.	Pupils referred through SEMH panel, monitoring by LM	JW	£4000
Total budgeted cost					£11,400

	Total	£64,141
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6. Review of expenditure				
Previous Academic Year		2024-25 £51,865 (Confirmed by Finance Officer on 1/3/25)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Identified pupils have wider opportunities to increase and accelerate their progress in identified strands throughout the day/term/year	Focused support sessions allocated from data reviews, staff sharing strategies with class for continuation of program	Focused Support sessions were driven by evidence-based approaches (eg Read Write Inc and Little Big Maths/Big Maths) for small number of identified pupils from in-depth data reviews. Evidence from past progress and good practice is built upon and has been shared with class teams meaning that pupils can continue their learning back in class.	The termly data review highlighted a small number of pupils who were 'off track' in particular areas and we delivered a block of Focused Support sessions as a booster. Half termly Focused Support meetings and work scrutiny through EFL have continued as Quality assurance measures. Pupil voice: "My writing is clearer", "I can make 3 letters", "I can write my name", "I can order numbers now"	L3 TA 2 days per week Termly £3,798 £11,394 per year
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils and those with identified difficulties.	OT Assistant working with PP pupils for half a term block following OT programmes	Occupational Therapist Anita Frazer fully leading and supervising the OT Assistant Wing Yeung, Anita identifies the pupils and sets the OT programme for the OT Assistant Wing to follow. Identified pupils are 'ready to learn' and able to attend to lessons. OT Assistant ensures best practice is continued by modelling and sharing resources with class teams.	Wing has had a positive impact on the pupils that she has worked with, this is evident in their 'readiness to learn' and from discussions with class teachers. Wing has also now trained in therapeutic art approaches which has enabled us to offer a wider arts programme to pupils in receipt of PP, this works very well for pupils while they are on the waiting list for Art Therapy. Pupil voice: "I like art with Wing, it makes me feel happy", "I am calm with Wing", "I love art time to help me"	£20,000

Catch up/Increase progress in communication for all pupils in receipt of PP funding	Communication TA's trained by SALT working with 4 pupils each, weekly session for a half term block	The success criteria was met with pupils in receipt of PP funding achieving in line with their peers. The 'booster' approach yielded positive results but some pupils did still need 6 weeks. On average, pupils in receipt of PP achieved in line with their peers across the key stages and cohorts.	Some pupils worked well within the 4 week 'booster' but some pupils (particularly the younger pupils) benefited from a 6 week block, the staff will work with the class teams to transfer resources into class provision. Pupil voice: "I learnt to use my new Talker", Pupil able to initiate conversation using the eye gaze	£2632
Catch up/Increase progress in maths for all pupils in receipt of PP funding	Focused Support TAs working with half PP pupils per week for half a term in identified strand	Pupils in receipt of PP have made progress in line with their peers in maths. The 2 Level 3 TA's are well trained and experienced, and able to deliver a high quality learning experience to the pupils.	Pupils in receipt of PP funding have achieved in line with their peers this year. Staff absence has had an impact on potential progress and we will consider other options for next academic year. Pupil voice: "I have met my target", "I did it!", "I like to work on my counting in a quiet space"	Termly £16,500
Catch up/Increase progress in reading and writing for all pupils in receipt of PP funding	Focused Support TAs working with half PP pupils per week for half a term	Pupils in receipt of PP have made progress in line with their peers in reading and writing. The 2 Level 3 TA's are well trained and experienced, and able to deliver a high quality learning experience to the pupils.	Pupils in receipt of PP funding have achieved in line with their peers this year. Staff absence has had an impact on potential progress and we will consider other options for next academic year. Pupil voice: "Working with Kim is fun", "I can read my new books after I practised with Kim"	Termly £16,500
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Provide appropriate resources for pupils in receipt of PP funding to access the opportunities offered at school including snack money, appropriate clothing purchased, educational visit paid for etc.	PP to be used to provide resources if parents are unable to do so	Pupils in receipt of PP funding have had access to mid-morning snacks, appropriate clothing, payments for enrichment educational visits or extra 1:1 support for activities where they will significantly benefit from this	We will continue with this approach as the effects of the cost of living crisis have meant that more families than usual have struggled to provide snack money for their child. Younger pupils are provided with free fruit, but snack money is important for the older pupils to ensure that they have access to a choice of healthy snack options mid-morning and enables them to stay focused on their learning. We have been able to pay for additional 1:1 support during activities such as educational visits, and this has benefited individual pupils.	Termly £250 clothing, trips, snack

Provide tutor led music session on a weekly basis	PP used to pay for a music tutor to deliver music lessons	The success criteria has been achieved with progress data demonstrating positive achievement in music for pupils in receipt of PP funding.	Pupils have benefited over the academic year from a block of music sessions delivered by a music tutor trained in SEND teaching and learning. Positive progress in music has been identified through B Squared. We will continue with this approach.	Termly £3800
Provide Art Therapy for pupils	PP used to pay for Art Therapist one day per week	Pupils have been identified through the SEMH panel referral system and have benefited from a block of Art Therapy with a trained therapist. A report is provided for parents/carers and the class team.	This approach has been invaluable in supporting many of our pupils in receipt of PP funding who have an increased SEMH need. The report is helpful for parents/carers and the class team as this suggests strategies that have been proven to work with an individual child. We will continue with this approach.	£3600

7. Additional detail

- 3 year 11 pupils in receipt of Pupil Premium will move up to college in September 2025