

Pupil premium strategy statement – Fox 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	135
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	3 Year Strategy 2025 - 2028 2026 - 2027
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Lucinda Duffy
Pupil premium lead	Lianne Buchanan
Governor / Trustee lead	Trish Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025/26	£80,340
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£80,340

Part A: Pupil premium strategy plan

Statement of intent

At Fox Wood School, we believe that **“together we shine.”** This motto reflects our commitment to working collaboratively with pupils, families, staff, and external professionals to ensure that every child is supported to succeed. We are dedicated to ensuring that all pupils, regardless of their background or circumstances, are given the opportunity to achieve their full potential. Our Pupil Premium Strategy focuses on supporting disadvantaged pupils so they can access a high-quality education, make meaningful progress from their starting points, and develop the skills, confidence, and independence needed for their future lives.

As a special school, we recognise that many of our pupils face complex barriers to learning. These may include communication difficulties, cognitive and learning needs, social, emotional and mental health challenges, physical needs, sensory needs, and limited access to enriching experiences outside of school. For disadvantaged pupils, these challenges can be compounded by economic disadvantage. Our strategy therefore focuses on removing barriers, providing targeted support, and ensuring equitable access to learning and opportunities.

Our approach is rooted in a strong understanding of each pupil’s individual needs. We use careful assessment, ongoing monitoring, and evidence-informed practice to ensure that funding is used effectively. Pupil Premium funding is used to enhance high-quality teaching, provide targeted interventions, and offer wider support that improves pupils’ engagement, wellbeing, and readiness to learn.

Key priorities within our strategy include:

- Ensuring high-quality teaching and learning that is appropriately adapted to meet the diverse needs of pupils with SEND.
- Providing targeted academic and therapeutic interventions to address specific learning, communication, or developmental needs.
- Supporting pupils’ social, emotional, and mental health so that they are able to engage positively with learning.
- Improving communication skills and independence to support long-term outcomes.
- Enabling access to enrichment opportunities, experiences, and resources that broaden pupils’ horizons and support personal development.

- Working closely with families and external professionals to provide consistent and effective support.
- We regularly evaluate the impact of our Pupil Premium spending to ensure that it is making a meaningful difference to pupils' progress, wellbeing, and engagement in school life. Our strategy is reviewed annually and adapted where necessary to respond to emerging needs and evidence of what works best for our pupils.
- Through this approach, we aim to ensure that disadvantaged pupils in our school are supported to thrive academically, socially, and emotionally, and are well prepared for the next stage of their education and life.

Challenges

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

Challenge number	Detail of challenge
1	Many pupils have significant speech, language and communication needs. These difficulties can impact their ability to access the curriculum, express their needs and develop social relationships.
2	Many pupils experience difficulties with emotional regulation linked to sensory overload, communication barriers, or anxiety. These challenges can affect behaviour, engagement with learning, and relationships with others. Consistent therapeutic support is often needed to help pupils feel safe and ready to learn.
3	Many pupils experience sensory processing differences that can affect their ability to regulate, concentrate, and engage with learning activities. For disadvantaged pupils, limited access to therapeutic or sensory resources outside school may increase these challenges.
4	Some disadvantaged pupils make less progress from their starting points in identified subject areas or strands compared to non-disadvantaged peers.
5	A number of pupils have physical disabilities, mobility needs, or medical conditions that require specialist equipment, adapted environments, and additional adult training and support. These needs can affect access to the curriculum, participation in physical activity, and independence. Disadvantaged pupils may have fewer opportunities to access adapted physical activities or specialist resources beyond the school environment.
6	Trips, community visits, and enrichment activities play an important role in developing independence, communication, and life skills for pupils with complex needs. Financial barriers can limit access to these experiences outside school, making school provision particularly important.

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
<p>1.Improved Communication and Interaction Skills Disadvantaged pupils will develop improved speech, language and communication skills so that they are better able to express their needs, make choices, engage in learning activities and develop positive social relationships. Pupils will demonstrate increased use of communication strategies and systems appropriate to their needs, leading to greater participation across the curriculum.</p>	<ul style="list-style-type: none"> Disadvantaged pupils demonstrate measurable progress in speech, language and communication targets identified within their EHCP outcomes and IEPs. Increased use of communication systems (e.g. AAC, visuals, signing, communication devices) observed across lessons and social interactions. Staff observations and assessment data show increased pupil participation in classroom activities and improved ability to express needs and preferences.
<p>2.Improved Emotional Regulation and Wellbeing Disadvantaged pupils will show improved ability to regulate their emotions and manage feelings of anxiety or frustration. Through support to develop self-regulation strategies as well as wellbeing approaches through music, engagement will be increased.</p>	<ul style="list-style-type: none"> Pupils demonstrate improved ability to regulate emotions using taught strategies and adult support when needed. A reduction in incidents of dysregulation or behaviour that significantly disrupts learning, where appropriate for individual pupils. Increased engagement in music activities will lead to increased wellbeing and spontaneous communication as evidenced through observations.
<p>3.Increased Sensory Regulation and Readiness to Learn Disadvantaged pupils will demonstrate improved readiness to learn as a result of structured sensory support. Targeted sensory programmes and strategies, including those delivered with the support of an Occupational Therapy Assistant, will help pupils regulate sensory input, maintain focus and participate more consistently in learning activities.</p>	<ul style="list-style-type: none"> Pupils demonstrate improved readiness to learn following sensory regulation activities or programmes. Staff observations indicate increased time engaged in learning activities following sensory support. Individual sensory strategies recommended by OT are consistently implemented and show positive impact on pupil engagement.
<p>4.Improved Progress in Cognition and Learning Disadvantaged pupils will make strong progress from their individual starting points across identified areas of the curriculum.</p>	<ul style="list-style-type: none"> Disadvantaged pupils make strong progress from their starting points in identified curriculum areas or developmental strands.

<p>Focused support for cognition and learning, alongside high-quality adapted teaching and targeted interventions, will reduce the attainment gap between disadvantaged pupils and their peers.</p>	<ul style="list-style-type: none"> • Assessment data shows that disadvantaged pupils are making progress in line with, or better than, pupils with similar starting points. • The gap in progress between disadvantaged pupils and non-disadvantaged pupils reduces over time where appropriate.
<p>5.Increased Access and Participation for Pupils with Physical Needs Disadvantaged pupils with physical disabilities, mobility needs and/or medical needs will be able to access learning and school activities more fully through trained staff, appropriate adaptations, specialist equipment and adult support. Pupils will demonstrate increasing independence, participation in physical activity and engagement across the curriculum.</p>	<ul style="list-style-type: none"> • Pupils with physical disabilities or mobility needs are able to access learning activities, the school environment and physical development opportunities through appropriate adaptations and support (eg MOVE programme). • Staff are fully trained to meet all medical and physical needs • Increased pupil participation in physical activity, practical learning, and daily routines. • Evidence of developing independence in mobility, self-care or physical tasks where appropriate to individual needs.
<p>6.Disadvantaged pupils will have equitable access to trips, community visits, snack choices and enrichment opportunities. These experiences will support the development of independence, communication skills, social interaction and real-world learning opportunities that extend beyond the classroom.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils participate in school trips, community visits, and enrichment opportunities alongside their peers. • Pupils demonstrate increased confidence, communication, and independence during enrichment activities. • Staff observations and pupil progress evidence show that these experiences support wider personal development and life skills (eg communicating to make choices at snack time).

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff will continue to have access to high quality training materials for their individual CPD through the online platform National College. This provides all staff with access to high quality training modules for teaching, learning, communication, medical, sensory, safeguarding, wellbeing, SEMH.</p>	<p>EEF guide to Pupil Premium - “ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority for pupil premium spending.”</p> <p>EEF guidance Report: Making best use of Teaching Assistants.</p> <p>EEF guidance on effective professional development states, “High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom... Ensure that professional development aligns with the needs of the school and is supported by school leadership...Recognise the time constraints faced by teachers and adapt professional development accordingly.”</p>	<p>1,2,3,4</p>

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

Budgeted cost: £29,000 + £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support is delivered through a focused support model led by a full-time Level 3 Teaching Assistant</p>	<p>EEF – Making Best Use of Teaching Assistants states “teaching assistants can have a significant positive impact on pupil progress when they are used to deliver structured interventions and targeted support”</p> <p>Research from the EEF and DfE highlights that pupils with SEND benefit from highly targeted interventions that address specific barriers to learning. These interventions are most effective</p>	<p>1,4</p>

	when they are closely linked to individual needs.	
Communication Focused Support for identified pupils, 2 days cover per week to backfill for trained and experienced staff to lead these sessions	Education Endowment Foundation (EEF) on Oral Language Interventions - "Structured oral language interventions can have a positive impact on pupils' spoken language skills and comprehension, with evidence suggesting approximately +6 months' additional progress on average. This includes structured interaction and targeted support."	1

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

Budgeted cost: £27,944 + £11,400 + £500

Activity	- Evidence that supports this approach	Challenge number(s) addressed
<p>-A full-time Occupational Therapy (OT) Assistant delivers targeted support to disadvantaged pupils to enhance readiness to learn, sensory integration, supports fine and gross motor skill development, and dietary support.</p> <p>-Follows pupil-specific MOVE plans to meet physical and mobility needs safely, promoting independence and access to curriculum and enrichment activities.</p> <p>-Works collaboratively with teaching staff to embed sensory, motor, and physical strategies throughout the school day, ensuring continuity of support.</p>	<p>American Occupational Therapy Association – OT and Children with Disabilities "Research shows that OT interventions that include sensory integration, motor skills training, and functional skills support improve children's ability to access learning, participate in daily activities, and develop independence."</p> <p>Ayres, 2005, Sensory Integration and the Child – "Sensory-based interventions can improve behavioural regulation, attention, and engagement in learning for children with complex needs, particularly those with SEND. Consistent sensory programmes delivered by trained staff are most effective when integrated into the school day."</p> <p>Evidence from the Education Endowment Foundation (EEF) indicates that targeted support to address barriers to learning, including physical and sensory regulation, improves engagement and learning outcomes, particularly for disadvantaged pupils.</p>	2,3,5

	EEF – Improving Learning and Engagement	
Provide tutor led music session on a weekly basis	Evidence shows that structured music activities and music therapy in special school settings can improve pupils' emotional wellbeing, communication, social interaction, and engagement with learning, supporting inclusive practice for pupils with SEND. nasen.org.uk	2
Provide disadvantaged pupils with equitable access to school-based enrichment, trips, community visits, clubs, and learning experiences by removing financial barriers. This includes providing funding for snack money, appropriate clothing, educational visits, and extra-curricular activities. Families are supported to engage fully with enrichment opportunities, ensuring that all disadvantaged pupils can participate and benefit from the wider learning experiences offered by the school.	National Association for Special Educational Needs – NASEN – “Research shows that pupils with SEND benefit from experiential learning and community engagement, which supports the development of functional life skills, independence, and real-world problem-solving.” “Hands-on learning, trips, and structured enrichment enhance communication, social skills, and engagement for disadvantaged learners.” Department for Education, Pupil Premium Guidance “Research indicates that disadvantaged pupils who access school-funded enrichment opportunities show improvements in confidence, communication, and engagement in learning.”	6

Total budgeted cost: £79,844

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments as well as our end of Key Stage Progression Guidance from NWSCAP. The data demonstrated that our disadvantaged pupils achieved in line with their peers overall. The pupils performed well in comparison to pupils within our Teaching School group as evidenced through our data comparison exercise.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations. The data demonstrates that disadvantaged pupils have benefited from the sensory and physical support offered by the OTA in terms of ensuring the pupils are ready to learn and that their sensory and physical needs are being well met.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by April 2028, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that our strategy is effective in ensuring that pupils have access to a wide range of support across all areas of their EHCP.

Following our review of this strategy, we have refined our approach to ensure our funding has maximum impact on pupil outcomes. In the next financial year, we will increase investment in communication-focused initiatives, and will pay particular attention to enhancing peer-to-peer interaction for pupils identified as needing additional support in this area.

We will continue to maintain and develop the other interventions that have demonstrated positive outcomes in previous years, ensuring a balanced approach that supports both academic progress as well as meeting physical and sensory needs and ensuring that our pupils are ready to learn. These changes reflect our commitment to regularly reviewing the strategy and adapting our use of Pupil Premium to meet the evolving needs of our pupils.

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
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N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A