

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.	
C.	
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.	Increase progress in readiness to learn for pupils in receipt of PP funding	Identified pupils in receipt of PP funding will have received a block of occupational therapy input 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 for identified pupils in receipt of PP funding (2 days per week)	Identified pupils in receipt of PP funding will have received a block of Focused Support during the academic year. 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 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 for one day per week, driven by evidence-based approaches for identified pupils with SEND alongside in-depth data reviews Evidence from past progress and good practice is built upon and shared with class teams	Termly data review Focused Support quality assurance measures Half termly Focused Support meetings Work scrutiny through EfL	LB	Half termly meetings Termly QA and data review
Total budgeted cost					L3 TA 2 days per week Termly £1,899 £5,697 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.	Termly data review Termly monitoring of communication TAs Termly meetings with TLR lead	LP	Termly £2632
Prepare pupils to ensure that they are 'ready to learn' following OT programmes with identified pupils in receipt of PP funding	OT Assistant working with PP pupils for half a term block following OT programmes	Occupational Therapist Anita Frazer fully leads and supervises 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.	Termly data review Termly monitoring of OT Assistant by OT, half termly meetings with DHT	LB	OT Assistant Training £1000 plus Termly cost £7,600.33 = £22,801 per year
Total budgeted cost					£26,433

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	Requests by staff must be countersigned by DHT	LB	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	Increased opportunities to promote pupil wellbeing through music, the vast majority of our pupils enjoy music sessions	Led by an experienced music tutor from 'Live Music Now'	JW	Termly £3800
Provide Art Therapy for identified pupils	PP used to pay for Art Therapist one day per week	Increased opportunities for therapeutic support to promote positive mental health and wellbeing	Pupils referred through SEMH panel, monitoring by LM	LB	£3600
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	Pupils referred through SEMH panel, monitoring by LM	JW	£4000
Total budgeted cost					£12,150
Total					£44,280

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.	L3 TA 2 days per week Termly £3,798 £11,394 per year
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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
Prepare pupils to ensure that they are 'ready to learn' following OT programmes with identified pupils in receipt of PP funding	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.	£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.	£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.	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.	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 and educational visits that they would not otherwise have had access to.	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 healthy snack mid-morning and enables them to stay focused on their learning.	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
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7. Additional detail

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