



## Applebee Wood Pupil Premium Statement

### Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for 2023 to 2024 academic year) 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 effect that last year's spending on pupil premium had within our school.

### School Overview

Detail	Data
School name	Applebee Wood Community Specialist School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2025/26
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Michelle Padgeon
Pupil premium lead	Kirsty Turner
Governor	Michael Woods

Detail	Amount
Pupil premium funding allocation this academic year	£113.140
Recovery premium funding allocation this academic year	£62.990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£176.130

## Funding Overview

### Part A: Pupil premium strategy plan

#### Statement of intent

Applebee Wood is a special school for pupils with generic learning difficulties. All of our pupils have Education Health Care Plans and due to the complexity of their needs, it is not possible to identify the degree to which their achievement is affected by social background. Barriers to learning are primarily developmental with a focus placed upon enabling pupils to acquire communication and independence skills and socially appropriate behaviours within school, home and the wider community. Our strategy is underpinned by evidence informed research, with a focus on 3 main principles of improving outcomes: high quality teaching focussed on areas that our pupils and families require as a priority; removing barriers to learning through targeted support; providing early intervention for pupils and their families. 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 and proven interventions. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. Our strategy is integral to wider school plans for education recovery, notably through engagement of parents and provision for enhanced family support. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to achieve greater independence and to prepare them for the next stage of their learning journey. It is the responsibility of all school staff to raise expectations, work collaboratively, intervene, support and challenge pupils in order that all children receive the best education and opportunities during their time at our school.

#### Challenges

This details the key challenges to achievement that we have improved alongside progress for their disadvantaged peers.

Challenge number	Detail of challenge
1	Social, emotional and educational learning needs of pupils are severe and complex, as evidenced through assessments and observations and as detailed in Education Health Care Plans. Our observations show our younger pupils have limited communication skills and struggle to manage their behaviour. They have had limited early intervention from other professionals. Parents have not always received support to manage needs.
2	Our assessments and observations show that, due to their significant diverse learning needs, our pupils' abilities to communicate and express their needs - non-verbal, limited language and understanding, social interaction difficulties - are significantly greater than their peers.
3	Assessments, conversations with pupils and observations show that, due to their significant diverse learning needs, our pupils generally have greater challenges around attention, concentration and motivation to learn. The disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Through regular discussions, we have identified that our families require additional support for their children re issues with anxiety, attachment, sleep, eating, communication and behaviour.
5	Our assessments, observations and discussions with pupils and families show that pupils find early reading skills and phonics difficult to master. A need for further speech and language interventions has been identified.
6	The mental health needs of children in our school is changing. The needs focus on emotional and social aspects and there is a need for further intervention to support our most vulnerable children.
7	Our assessment, observations and discussion with pupils and families demonstrates that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

## 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
Parents and staff to feel skilled to support communication and behaviour for learning in	Parents engaging with Pastoral Team for

Intended outcome	Success criteria
the home/school as well as being effectively sign posted to appropriate external support	<p>support with specific issues.</p> <p>Parents workshops well attended:</p> <ul style="list-style-type: none"> <li>- Sensory</li> <li>- Makaton</li> <li>- Trauma</li> <li>- Communication</li> <li>- Online safety</li> </ul> <p>Parents attend meetings and appointments for their child and feel supported in those.</p> <p>Parents support pupils to attend school regularly.</p>
Improve communication outcomes for all pupils by upskilling staff and working collaboratively with Salt, HI , VI and parents to plan and deliver personalised and targeted provision for all learners	<p>Professionals work together collaboratively to ensure that appropriate and achievable communication targets are set around the child's individual needs.</p> <p>A total communication approach is embedded across classrooms with staff confident in supporting with a wide range of communication strategies e.g PECS, Makaton, Communication boards, AAC etc.</p> <p>Attention Autism used across the curriculum to help support engagement and communication.</p> <p>Parents feel informed and skilled in supporting with communication strategies in the home.</p> <p>Pupils achieve EHCP outcomes, IEP targets linked to communication</p>
Pupils are engaged in learning throughout	All new staff will be trained on induction

Intended outcome	Success criteria
the curriculum and provision is put in place to ensure regular movement breaks and sensory processing opportunities.	<p>to develop an awareness of ASD and Sensory Processing Disorder.</p> <p>Staff will receive training on Sensory integration from Sensory Specialist.</p> <p>Pupils will spend longer periods of time engaged in learning within their learning environment.</p> <p>Parents will be confident to provide sensory integration opportunities at home before and after school to support their child's emotional and physical regulation.</p>
To ensure that all pupils are able to enhance and extend their cultural capital through access to a wide range of extracurricular and curriculum opportunities.	<p>All pupils have access appropriate extracurricular activities appropriate to their needs.</p> <p>Community visits and residential to enhance cultural capital.</p> <p>Children to have links with the local community such as nursing homes, library and local churches.</p>
To further improve reading across the key stages and curriculum through high quality phonics teaching and exploring alternative reading strategies where needed.	<p>Pupils will engage and be motivated to read for pleasure both at home and school.</p> <p>Pupils with EAL will be given additional opportunities for reading for pleasure in the home.</p> <p>Staff and parents will be confident in supporting pupils to read using systematic synthetic phonics.</p> <p>Pupils who are unable to read using phonics will have additional reading strategies to enable them to learn to read.</p> <p>Pupils will have regular opportunities to read or be read to.</p>

Intended outcome	Success criteria
	<p>Parents and staff are confident to support the children to develop reading skills.</p> <p>Evidence for Learning clearly demonstrates pupils' progress.</p> <p>Attention Autism is embedded as a teaching tool for developing engagement, early communication skills and early literacy skills.</p> <p>Parent workshops delivered on phonics and reading.</p> <p>Continue to provide high bespoke CPD for all staff to upskill them in providing high quality reading opportunities.</p>
Pupils access high quality first teaching and make at least expected progress across the curriculum	Staff are skilled and confident in leading and delivering quality first teaching across the curriculum.
Pupils who are not on track to make expected progress are identified and received appropriately targeted interventions	<p>Pupils who are disadvantaged or are not making expected progress are quickly identified.</p> <p>Appropriate and timely interventions are provided by trained staff to ensure these pupils make at least expected progress across the curriculum and towards their IEP targets and EHCP outcomes.</p>
To ensure mental health support is provided on a need's basis, whilst ensuring the wellbeing of all pupils in school is met.	<p>Pupil feedback will show that children are happy and feel safe. Support will have been put in place for identified children/small groups.</p> <p>Disadvantaged children will attend holiday clubs to enrich their experiences out of school hours.</p> <p>Lunchtime clubs offered across school.</p> <p>Cultural Capital enhanced through pupils attending sporting events and competitions outside of school</p>

**Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: (a) £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained Elkan Tutor in school to plan bespoke CPD for all staff to upskill the whole school team supporting children to develop their communication.	<p>Communication is key to our pupils making progress. The pandemic has had a huge impact on pupil progress in communication due to lack of face-to-face contact with therapists and children and opportunities to deliver training for staff and multi-agency working.</p> <p><a href="https://www.elklan.co.uk/Training/Settings/CFSe/">https://www.elklan.co.uk/Training/Settings/CFSe/</a></p> <p><a href="https://www.elklan.co.uk/Training/Tutors/LetsTalkTogetherTrainingPack">https://www.elklan.co.uk/Training/Tutors/LetsTalkTogetherTrainingPack</a>.</p>	1/5/8
Focus on developing reading for pleasure reading areas in each class/school library development. Shared story at the end of the day.	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>DFE; Research evidence on reading for pleasure.</p>	5/8
Reading books for pupils with EAL purchased.	Phonics is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.	
Quality Phonics lessons delivered using Twinkl	EEF Research-Phonics	
Communication Lead TA's to work along SaLT and communication champions to ensure total communication approach	<p>On average, oral language approaches have a high impact on pupils progress. Training can support adults to ensure they model and develop pupils; oral language skills and development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1/8

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>embedded across the curriculum.</p> <p>CPD workshops to develop staff/parent understanding of communication-PECS, Makaton, AAC , Attention Autism, Intensive Interaction.</p>		
<p>CPD to ensure that staff understand the importance of sensory integration on engagement for learning and self-regulation and plan movement breaks throughout the curriculum.</p>	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, Tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs</p> <p><a href="https://juliadyer.com/sensory-intergration/">https://juliadyer.com/sensory-intergration/</a></p>	2/6/8
<p>Cherry Garden Branch Maps further enhanced and developed to carefully capture and evidence the highly personalised small step progress for pre formal learners. Bespoke training/CPD/CPL for all staff to ensure staff competencies are high in curriculum delivery and assessment</p>	<p>The Rochford Review concluded that the PScales were not able to accurately or informatively measure progress</p> <p>This needs a whole school approach to be consistent and accurate at recording progress for a pre-formal learner</p>	8
<p>Attention Autism programme will be fully embedded across school for targeted individuals, raising</p>	<p>The Education Endowment Foundation reports on the importance of adult/child interactions in developing early communication and literacy skills.</p>	1/8

Activity	Evidence that supports this approach	Challenge number(s) addressed
engagement levels and higher levels of attention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a> <a href="https://www.twinkl.co.uk/teaching-wiki/attention-autism">https://www.twinkl.co.uk/teaching-wiki/attention-autism</a>	
All staff to be trained in Team Teach and positive behaviour management	<p>Team Teach training transforms relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully</p> <p><a href="https://www.teamteach.co.uk/">https://www.teamteach.co.uk/</a></p>	6/7/8

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual pupils attend bespoke off site sessions to meet an identified learning need. Pupils will be taught in small groups to provide challenge for learning and role models in the process	<p>Small group tuition  EEF ( Educationendowmentfoundation.org.uk)</p> <p>Our extensive experience of supporting inclusion shows that this is highly effective strategy in improving outcomes for children.</p>	1/3/5
Pupils are supported to	<a href="https://juliadyer.com/">https://juliadyer.com/</a>	2/6/7

Activity	Evidence that supports this approach	Challenge number(s) addressed
manage their behaviour through access to appropriate personalised timetables and sensory diet	<a href="https://www.sensoryspectacle.co.uk/">https://www.sensoryspectacle.co.uk/</a> Our extensive work in sensory regulation and experience of supporting children within Applebee Wood and other settings, shows us that sensory regulation and the ability to self-regulate is key to a child being able to engage and learn	
Purchase of motivational and engaging intervention programmes in Maths, to support with 1:1 and small group interventions.	Our experience shows us that motivation helps children and young people to focus on their attention on a key goal or outcome. Pupils need to be engaged, motivated, willing to learn new things and feel they can succeed in new challenges in new challenges. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	1/5/8
Dedicated time throughout the day to embed knowledge and understanding of Maths through different context songs/rhymes/puzzles/games and puppets	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a> .	
Purchase of motion to monitor progress over time	Motion measures different emotional systems in the brain, care, seeking, play, fear, rage, panic and grief, based on Professor Jaak Pankseep's works and several key executive function skills (emotional regulation, thinking, and concentration, sense of self, relationship with others, and emotional literacy to give a whole brain picture of a child's emotional and mental health	1/6/8
Half termly 1:1 support from V1/HI/MSI Specialist Teacher to ensure identified pupils have appropriate resources/strategies in place to support with their Communication/Cognition and Learning	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one-to-one: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://juliadyer.com/sensory-integration">https://juliadyer.com/sensory-integration</a> <a href="https://www.sensoryspectacle.co.uk">https://www.sensoryspectacle.co.uk</a>	1/8

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshops and drop ins to support parents with a range of different needs linked to education and home support including online safety, contextual safe-guarding, sensory processing, communication, phonics, sleep etc.	<p>Many parents request support with their child's educational learning as well as behaviour and needs within the home environment.</p> <p>Practical support is most beneficial to parents:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1/2/3/7/8
Full time Family support worker/attendance officer(50% funded by PP) support parents and families and signpost them to appropriate help. FSN will be mental health trained as well as team teach trained to support parents with health and well-being of pupils in order to improve attendance. Both help to engage hard to reach parents and support to get pupils into school regularly.	<p>Research shows that pupils in special schools often have lower attendance. Attendance is vital to pupil progress.</p> <p>GOV.UK-Working together to improve attendance</p>	1/2/3/6/7
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training	<p><a href="https://juliadyer.com/">https://juliadyer.com/</a></p> <p>Extensive research into appropriate provision for pupils with complex challenging behaviour has been undertaken by senior leaders and curriculum involvement and pupils progress demonstrates effectiveness of sensory</p>	2/6/7

Activity	Evidence that supports this approach	Challenge number(s) addressed
	interventions.	
Personalised interventions to support delivery of health programmes to enable pupils to stay well so they can attend school regularly	Extensive evidence based research that postural management, physio programmes etc are key to a child/young person staying healthy and well.	4/6/8
Occupational Therapy and enhanced physical development programme	Please follow the link below to read the EEF report on the benefits of physical activity on narrowing the gap and raising attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	4/6/8

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils.

#### Review of our 3 year Pupil Premium Strategy (year 2023-2024)

Our premium funding had significant impact on pupils' outcomes over the academic year. Pupil Premium funding was used to support communication development, as national research and school based assessment showed pupils entering school were significantly below their peers in their spoken language development. Interventions in a range of communication strategies as well as staff training development. Interventions in a range of communication strategies as well as staff training have shown an impact on attainment, particularly for our disadvantaged pupils and will continue to be a priority in our Pupil Premium Strategy. Reading and Communication interventions and implementation of the IDL program has seen a significant rise in pupil progress and pupils' ability to recognise and use a greater vocabulary and learn to read. Further work is planned in this area. The introduction of Attention Autism has raised pupil attainment across all cohorts of learners but particularly our pre semi-formal learners and children with complex ASD. Further work is planned in this area. Evidence for Learning is

successfully capturing all aspects of pupil's progress and development and can monitor progress towards the outcomes of the EHCP. Assessment is highly personalised and captures the highly personalised curriculums and provisions that individual pupils are accessing. It is a powerful tool for identifying any gaps in progress for learners. Pupil personalised learning journeys clearly capture the progress pupils have made, and the impact premium funding has had. The ability for some pupils to access off site learning supported by Applebee Wood staff has improved attendance and a motional well-being of some of our most complex secondary pupils.

Pupil voice shows pupils are safe, happy and secure, are resilient to change; able to communicate; make choices and are mentally healthy.

Data shows figures in termly learning outcomes figures are comparable between pupils in receipt of pupil premium and those who do not. This could be attributed to the additional interventions on offer to these children.