

# Warmley Park School and College

## Connection – Curiosity - Courage



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	October 2025: 182
Proportion (%) of pupil premium eligible pupils	October 2025: 23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/2026 – 2027/2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Bethan Jones, Head Teacher
Pupil premium lead	Georgia Snary, Head of Inclusion
Governor / Trustee lead	Pat O'Driscoll

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£ 65,525

## Part A: Pupil premium strategy plan

### Statement of intent

At Warmley Park, our intent for the Pupil Premium is to ensure that all disadvantaged pupils with Severe Learning Difficulties (SLD) achieve their full potential and lead rich, fulfilling lives. We recognise that disadvantage can affect pupils' opportunities both inside and outside of school, and that this may compound the barriers already faced due to their complex learning needs.

Our goal is to remove or reduce these barriers through a holistic approach that promotes communication, independence, wellbeing, and engagement in learning. Pupil Premium funding is used to provide equitable access to high-quality teaching, specialist interventions, and enrichment experiences that enable each child to make meaningful progress from their individual starting points.

#### Key Aims

- To narrow the gap between disadvantaged and non-disadvantaged pupils in terms of progress towards EHCP and personal learning goals.
- To ensure that disadvantaged pupils receive the same opportunities for communication development, independence, and social interaction.
- To promote emotional wellbeing and resilience, ensuring pupils are happy, safe, and ready to learn.
- To strengthen family engagement, helping parents and carers to support learning and wellbeing at home.
- To ensure disadvantaged pupils have equitable access to enrichment, therapeutic input, and community experiences.

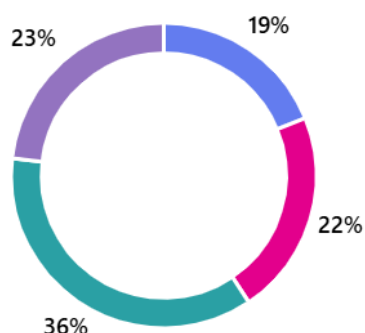
#### Our Approach

- **High-quality teaching for all:** Continuous professional development for staff in adaptive teaching, communication systems (e.g. AAC, Makaton, PECS), sensory regulation, and engagement strategies.
- **Targeted support:** 1:1 and small-group interventions for communication, cognition, and emotional regulation; tailored literacy and numeracy programmes aligned with individual learning pathways.
- **Therapeutic input:** Use of speech and language therapy, occupational therapy, and physiotherapy to remove barriers to participation and progress.
- **Wider strategies:** Family support and outreach, enrichment activities, sensory and wellbeing initiatives, and attendance promotion.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Pupil Communication</b> Our disadvantaged students need more support around communicating and expressing their needs, including those who are non-speaking, have limited language skills and have social interaction difficulties.
2	<b>Pupil Progress</b> There are difficulties engaging with some families of our disadvantaged students in comparison with their peers. As a consequence it can be challenging for disadvantaged learners to be ready and prepared to learn, physically, practically and emotionally.
3	<b>Pupil Wellbeing and Physical Health</b> Our disadvantaged students require ongoing support to maintain/improve their wellbeing, including their physical and sensory development and comfort.
4	<b>Resources</b> Our disadvantaged students generally have fewer opportunities to access community opportunities and to develop cultural capital.



We asked our staff team which areas they feel are the most important to address for our current cohort of students.

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## 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
Students can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Achievement of EHC plan communication targets. Observational assessments and

	communication audits show increased use and effectiveness of communication systems.
Families/parents will understand their children's communication and behaviour and have the tools to support their development further.	Families/parents will feel supported by the school and will have developed confidence in meeting their child's needs.
Students can engage in learning for longer periods of time due to participating in sensory activities and remaining regulated.	Observations show students engaged in learning. Behaviour tracking shows a reduction in incidents from sensory dysregulation. EHCP outcomes are being achieved as evidenced in pupil progress meetings.
Students will continue to maintain or make progress with physical development through exercise programmes including Hydrotherapy.	Hydro programmes are in place and reports from Physiotherapists show progress or that skills have been maintained. EHCP outcomes are being achieved. All students are accessing PE / physical activities.
To increase confidence, independence, and community participation of students as part of preparing for adulthood.	Student and family voice evidence increased confidence and independence. Learners participate more actively in community and enrichment activities. Observations show improved self-help and social interaction skills.
To encourage increased Arts participation for students to enrich their curriculum.	Students will access a block of additional arts lessons (e.g. music) for at least a term. There will be organised performances from Theatre and music groups that all Pupil Premium students will be able to access.

## 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: £8,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
One year employment of a music teacher to develop class teacher's skills in delivering the music curriculum.	<i>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is</i>	1, 2, 4

	<i>essential to achieving the best outcomes for all learners, particularly the most disadvantaged among them.</i> EEF, September 2022	
Regular and targeted input will be provided through Inset, Induction and Training Programme. This may be delivered by external trainers/experts alongside practitioners from within school.	EEF Evidence is clear that <i>'well-designed, selected, and implemented'</i> professional development, is key to improving outcomes for all learners.	1, 2, 3, 4

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

Budgeted cost: £21,813.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A full range of Interventions will be enabled, overseen, monitored and assessed for effectiveness the leadership team. These interventions include:</p> <ul style="list-style-type: none"> <li>➤ Play Therapy, 1 day x week</li> <li>➤ ELSA</li> <li>➤ Music Therapy – 1 day x week</li> <li>➤ Physiotherapy, inc hydro</li> </ul>	<p>Interventions will be targeted for specific learners and take place across the school, effective monitoring in place.</p> <p>It must be remembered that, as stated by the EEF, <i>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.'</i></p> <p>Therefore, we will ensure that all interventions are carefully monitored.</p>	2, 3, 4
<p>Learners will have access to SALT interventions, including Eye Gaze. TA's will deliver specific interventions e.g. Eye Gaze, AAC</p>	<p>Using the 'individualised instruction' approach, learners will be given specific training and support tailored to their needs, providing them with skills to make greater progress. The EEF notes that <i>'On average, individualised instruction approaches</i></p>	1, 2, 3

and communication group work such as Lego Therapy. Staff and learners will have greater access to SALT via commissioned therapists – 4 days x week	<i>have an impact of four months' additional progress.'</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 37,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commissioned OT – 3 days x week will support Sensory Integration / regulation across the school. This will lead to a reduction in challenging behaviours, increased pupil engagement with learning, and a reduction in lost learning time.	EEF notes that ' <i>The average impact of behaviour interventions is four additional months' progress over the course of a year.</i> '	2, 3
Opportunities for theatre trips / visits, concerts, participation in the arts.	All learners will be given equality of opportunity. A culture of high aspiration and an investment in developing 'cultural capital' will be fostered.	3, 4
Parent workshops scheduled throughout the year on supporting communication skills, sensory regulation, and developing independence skills.	EEF notes that ' <i>Effective parental engagement can lead to learning gains of +3 months over the course of a year.</i> '	1, 2

**Total budgeted cost: £67,513.73**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pupils in receipt of pupil premium have made progress in line with their peers or above that of their peers across the four key areas of SEND. This data is taken from the progress towards their EHCP outcomes as recorded on the school's assessment tool, Earwig:

Area of SEND	Pupils in receipt of Pupil Premium	Pupils <u>not</u> in receipt of pupil premium.
Communication and Interaction	22%	17%
Cognition and Learning	24%	21%
Social, Emotional and Mental Health	18%	18%
Physical/ Sensory	24%	20%

The employment of additional Speech and language therapy (SALT) in 2024 has seen progress in communication skills and an improvement in the consistency and availability of communication resources across the school. EHCP provisions have been met and there has been more involvement from SALT at the annual reviews due to increased capacity. We have also seen an increase in AAC referrals which has resulted in an increase in students receiving communication devices.

The employment of a Play Therapist last year, and the implementation of the ELSA programme has been effective in supporting students' emotional wellbeing. This has been evidenced through reports, feedback from the relevant professionals, and also observed in the class settings.

Attendance for the school is higher than national average, and our learners in receipt of Pupil **Premium** have good attendance that is also above the national average. This is tracked through the Progress Groups, and where issues arise, targeted support is put in place.

A new Family Support Worker (FSW) was appointed in January 2025. The FSW has supported parents with signposting, hosting coffee mornings, issuing food bank vouchers, and liaising with social care.

2024-2025 marked the end of a previous pupil premium strategy plan, and a new 3-year strategy plan has been created with input from across the school staff. Good progress was made towards the 24-25 intended outcomes, and the school will continue to further enhance the progress in the next cycle.

## 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