

# Pupil premium strategy statement – Warmley Park School and College 24-25

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	168
Proportion (%) of pupil premium eligible pupils	24%
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> )	24-25 academic year to 27-28 academic year
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Beth Jones
Pupil premium lead	Marian Lovell
Governor / Trustee lead	Daniel Woods

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,820
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0.00
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£56,820

# Part A: Pupil premium strategy plan

## Statement of intent

At Warmley Park, we recognise the unique needs of our disadvantaged pupils with learning difficulties and are committed to ensuring they achieve their full potential. Our Pupil Premium Strategy aims to address the specific barriers these students face, with careful consideration of their individual learning profiles and additional needs. We believe every child deserves high quality education and support, regardless of background or circumstance.

This strategy outlines our evidence-informed approach to closing the attainment gap for our disadvantaged pupils, enhancing their life skills, developing their communication abilities, supporting their emotional wellbeing, and improving their independence and readiness for adulthood.

## Challenges

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

Challenge number	Detail of challenge
Complex Learning Difficulties	Our disadvantaged pupils often have multiple learning difficulties that require highly specialised interventions and approaches.
Communication and Language Skills	Many of our disadvantaged pupils have significant difficulties with receptive and expressive language, limiting their ability to access learning and social interactions
Social, Emotional and Mental Health Needs	High prevalence of anxiety, behaviours that challenge and difficulty with self-regulation that impact on readiness to learn.
Limited access to enrichment activities	Reduced opportunities outside of school to develop cultural capital, life skills and broader experiences.
Family engagement	Some families of disadvantaged pupils face additional challenges in engaging with school and supporting learning at home.
Attendance issues	Higher rates of absence due to complex health needs and appointments
Resources for Sensory and Specialist Support	Limited access to appropriate resources at home to support specialised learning approaches.
Transitions and Preparation for Adulthood	Additional challenges in preparing for major transitions and developing independence skills.

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## Intended outcomes

This section 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
Improved communication skills for disadvantaged pupils	Pupils demonstrate measurable progress on personalised communication targets. Increased engagement in classroom activities. Evidence of functional communication in various school contexts. Reduction in behaviour incidents related to communication frustration.
Enhanced social and emotional wellbeing	Increased engagement in learning. Reduction in behaviour that challenges and improved self-regulation skills, evidenced in monitoring data from CPoms.
Stronger academic progress across personalised curriculum	Disadvantaged pupils make progress in line with their non disadvantaged peers with similar starting points. They achieve the aspirational outcomes set out in their EHCPs, demonstrated through EARWIG assessment frameworks.
Improved independence and life skills	Successful completion of life skills targets. Enhanced readiness for transitions. Increased participation in community activities.
Improved attendance for disadvantaged pupils	Reduction in persistent absence rates. Reduced gap between disadvantaged and non-disadvantaged attendance.
Increased family engagement	Higher participation in parent/ carer events. Increased home school communication. More consistent implementation of strategies across home and school settings.

## 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: £ 2500.00

Activity	Evidence that supports this approach	Outcome
Enhanced CPD programme for staff on specialised teaching approaches.	Education Endowment Foundation (EEF) research shows that high quality teaching has particular impact on disadvantaged pupils. Specialised training in approaches such as sensory integration and communication strategies ensure staff have the expertise needed to meet complex needs.	Greater confidence among staff to meet the SEND needs of PP pupils. Enhanced ability to adapt in lessons and to offer inviting opportunities to learn
Investment in evidence-based curriculum resources for pupils with complex needs.	Research from the Education Endowment Foundation (EEF) demonstrates the effectiveness of adapted specialised resources for pupils with learning difficulties. Resources that support multi-sensory approaches and concrete learning experiences are particularly beneficial.	supported self-regulation and reduced incidents of behaviour that challenges.

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

Budgeted cost: £ 63,969.30

Activity	Evidence that supports this approach	Outcome
Personalised intervention programmes for literacy and numeracy.	EEF evidence supports targeted interventions for core skills. Approaches like Reading Recovery show strong outcomes for pupils with learning difficulties when consistently applied.	One to one interventions with a trained and experience Reading Recovery teacher to ensure good to outstanding progress for identified PP pupils. The use of White Rose maths to stretch PP pupils with ambitious targets.
Augmented and Alternative Communication (AAC) support programme	Research shows that appropriate AAC systems significantly improve access to learning and reduce frustration-related behaviours for pupils with communication difficulties.	Increased use of SALT assessments to result in a greater number of PP students accessing a AAC device, thereby increasing their communicative ability and lessening incidence of frustration.
Sensory integration therapy and sensory diets.	Occupational Therapy research indicates appropriate sensory interventions improve readiness for learning and attention for pupils with sensory processing difficulties, common in our disadvantaged cohort.	Staff to develop and evaluate personalised sensory diets to develop self-regulation and increase readiness to learn. This in turn to lead to decreased incidents of behaviour that challenges

## Wider strategies

Budgeted cost: £ 4000.00

Activity	Evidence that supports this approach	Outcome
Family outreach support programme	Research shows that family engagement significantly impacts outcomes for disadvantaged pupils. Additional barriers faced by families	To set up a sibling group and a Dad's group to offer a safe

	of children with complex needs require targeted support.	place to chat and off load.
Therapeutic interventions for emotional wellbeing	Research demonstrates the importance of addressing the emotional needs to create readiness for learning. Approaches such as play therapy, music therapy, animal-based interventions and ELSA show positive outcomes.	A play therapist to work with identified children on a weekly basis.
Attendance support strategy	Evidence shows that personalised approaches to attendance support are most effective for pupils with complex needs and their families.	Targeted support for PP pupils whose attendance falls below targets or who show a pattern of absenteeism.

**Total budgeted cost: £ 70,469.30**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The outcomes of disadvantaged pupils are overwhelmingly in line with those of non-disadvantaged pupils, evidenced through the IEP and Annual Review process. The data can be accessed via the Pupil Progress report in the SEF.

The use of an experienced and trained Reading Recovery for one-to-one intervention has been impactful for identified PP pupils. All who received intervention made good to outstanding progress in their reading level.

Purchase of resources and the development of the environment to best meet learners needs to enable self-regulation and therefore experience a reduction in anxiety and an increase in readiness to learn. Specifically, an investment in swings for regulation both indoors and outdoors has been impactful. These have proved very effective in reducing incidents of behaviour that challenges and in support self-regulation.

The family outreach support programme ran at a very limited level in 23-24 due to staff absence. The role will be reviewed as part of the 24-25 strategy.

The employment of a Play Therapist has enhanced provision for PP students. The intensive therapy has supported increased communication and a greater ability to manage their own behaviour for 60% of PP students identified. The therapy has not been suitable for all pupils but is reviewed frequently to ensure it is meeting need.

An additional day per week of Speech and Language Therapy was commissioned above the universal offer. The therapist has been working with the staff team – advising how best to support and meet the communication needs of all learners. Along with the SENCO, the therapist has been able to support in identifying and providing the appropriate evidence for a young person to receive an AAC device.