



Pupil Premium Strategy Statement – Woodend Farm 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 outcomes for disadvantaged pupils last academic year.

School overview

Number of pupils in school	20
Proportion (%) of pupil premium eligible pupils	70% (14 pupils)
Academic years covered by current strategy plan	2025–2028 (updated annually)
Date this statement was published	19/12/2025
Date on which it will be reviewed	01/12/2026
Statement authorised by	Gemma Quantrill (Executive Teacher)
Pupil premium lead / Governor lead	Emma Dolby (PP Lead) / Deputy Chair John Jones

Funding overview

Pupil premium funding allocation this academic year	£ 21210
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£21210

Part A: Pupil premium strategy plan

Statement of intent

At Woodend Farm School, 70% of pupils are disadvantaged and all pupils have EHCPs. Our ultimate objective is to close attainment and engagement gaps for disadvantaged learners by delivering high-quality, PDA-informed teaching, targeted academic support, and wider strategies that strengthen attendance, wellbeing, and family partnership.



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Our three-year strategy aligns with our School Development Plan (SDP) and Ofsted-validated curriculum approach, focusing on: (1) high-quality teaching and adaptive pedagogy, (2) targeted interventions including OT, SaLT, Thrive and SCERTS, and (3) wider strategies that improve attendance, behaviour, and wellbeing through values-based education and pastoral support.

We will monitor impact through termly data drops, assessment benchmarks, triangulation of behaviour/attendance/safeguarding data, and governor oversight. This statement is updated annually and reviewed termly through our QA cycle.

Challenges

Challenge number	Detail of challenge
1	Language and communication delays impacting reading and comprehension.
2	Cognition & learning: foundational literacy/numeracy gaps; need for explicit modelling, scaffolding, and adaptive teaching.
3	Sensory processing and motor skills needs (OT) affecting attention, regulation, handwriting, and participation.
4	Social-emotional and self-regulation barriers, including PDA-related anxiety and demand avoidance.
5	Attendance and engagement variability; transport and family factors; safeguarding complexity (incl. LAC).

Intended outcomes (by end of strategy period)

Intended outcome	Success criteria
Improve language & literacy for disadvantaged pupils	≥70% of PP pupils make expected or better progress against progression steps in reading, writing, and communication; moderated evidence in EfL portfolios.



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Close numeracy gaps through explicit teaching and practice	≥70% of PP pupils meet or exceed personalised numeracy targets; consistent use of modelling/scaffolding evidenced in work sampling.
Strengthen regulation and wellbeing (PDA-informed)	Sustained reduction in RPIs versus 2024/25 baseline; Thrive/SCERTS assessments show improved social communication and regulation.
Increase attendance and engagement	Whole-school attendance ≥93% (contextualised), persistent absence reduced; improved punctuality and lesson engagement metrics.
Embed assessment & feedback consistency	All classes use baseline and progression tracker; written feedback shows visible pupil response and progress in book scrutiny.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention) – Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on adaptive teaching (modelling, scaffolding, higher-order questioning); PDA-informed pedagogy.	EEF Pupil Premium menu; Teaching & Learning Toolkit; Effective Professional Development guidance.	1,2,4
Assessment systems training (baseline, progression tracker, EfL, live marking, feedback consistency).	DfE “Using pupil premium” guidance encourages evidence-informed practice and monitoring.	1,2,5
Subject-specific CPD (Talk for Writing, Numicon, phonics); coaching/peer observation.	EEF subject guidance; mastery/phonics evidence; internal QA shows impact on	1,2



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	sequencing and vocabulary.	
Recruitment/retention: Thrive mentors and highly trained Learning Facilitators to deliver targeted support for disadvantaged pupils across pathways.	DfE conditions permit staffing where directly linked to PP outcomes; EEF shows targeted support benefits	1,2,4
Values-based education integration CPD; curriculum leadership development.	School SDP priorities; internal evidence of improved culture and engagement.	4,5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) – Budgeted cost: £19585

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small-group tutoring for literacy and numeracy; personalised goals aligned to progression steps.	EEF Toolkit evidences strong impact of tutoring; structured practice closes foundational gaps.	1,2
Speech & Language Therapy (SaLT): structured programmes to improve vocabulary, sentence structure, and communication.	Evidence base for SaLT in language outcomes; aligns with EHCP targets and classroom access.	1
Occupational Therapy (OT): sensory diets, fine/gross motor interventions supporting regulation and participation.	OT evidence for attention, handwriting, and self-care; supports inclusion and engagement.	3,4



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Thrive & SCERTS interventions: regulation, social communication, autonomy-supportive approaches for PDA profiles.	Internal impact data shows reduced RPIs; frameworks support SEL and communication.	4
Targeted attendance mentoring and academic catch-up for pupils with PA.	DfE focus on attendance; evidence shows mentoring supports engagement and continuity.	5
Educational Psychologist (EP) assessments to inform EHCP reviews and targeted interventions	DfE guidance allows funding for specialist assessments that impact teaching and learning; EP input ensures accurate identification of needs and evidence-based strategies	1, 2, 4
Intervention Hub – dedicated space for structured interventions and sensory regulation	EEF guidance on wider strategies; structured environments reduce anxiety and improve engagement for pupils with SEMH and PDA profiles	4, 5

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated attendance officer; weekly triangulation	DfE guidance emphasises attendance; internal	5



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(attendance/behaviour/safeguarding); transport liaison.	data and Ofsted feedback support effectiveness.	
Values-based education and restorative practice embedded (house system, leadership roles, circles).	EEF wider strategies; internal QA shows culture and engagement gains.	4,5
Parental engagement: Thrive family sessions, workshops on online safety, regular communication (Class Dojo).	EEF evidence for parental engagement; aligns with safeguarding priorities.	4,5
Enrichment and community-based learning (trips, clubs, guest speakers) to enhance motivation and life skills.	Personal development frameworks linked to engagement and attendance.	5
Wellbeing initiatives and supervision for staff to sustain consistent, trauma-informed practice.	Leadership & management priorities; evidence that staff wellbeing supports pupil outcomes.	4,5

Total budgeted PP cost: £21210

Total budgeted cost: £25585

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2025/26 Autumn terms, internal QA and behaviour logs show a marked reduction in restrictive physical interventions compared to 2024/25 (e.g., September: 18 incidents/9 pupils -> 9 incidents/5 pupils; November: 18 -> 1; December: 30 -> 0). Attendance for the period stands at ~92.1% (contextualised by two specific cases), with strengthened systems through a dedicated attendance officer and revised protocols. Teaching quality improved via CPD on modelling and scaffolding; assessment systems (baseline, progression tracker, Evidence for Learning, live marking) are embedded and reducing workload. Ofsted confirmed Independent School Standards compliance and approved



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the PDA-informed secondary curriculum. Values-based education is embedded across curriculum and behaviour. Areas to strengthen: written feedback impact, higher-order questioning, and stretch for more able pupils.

Externally provided programmes

Programme	Provider
Talk for Writing (TFW)	Pie Corbett / TFW Training
Numicon	Oxford University Press
PDA Awareness Training	PDA Society
Thrive Approach CPD	Thrive
SCERTS Training	External provider

Service pupil premium funding (optional)

N/A – No service pupils currently identified. If pupils become eligible, spending and impact will be recorded here.

Further information (optional)

Monitoring: Termly data drops; assessment moderation; triangulation of attendance/behaviour/safeguarding; governor curriculum reviews; SIP external moderation.

Allocation confirmation: Trust-level statements (unsuppressed) available via DfE Document Exchange; GIAP used to confirm individual pupil inclusion.

Publishing: This statement will be published by 31 December and updated annually.



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