Pupil premium strategy statement – Warren School

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery 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	**202**
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/26
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Andrew Aalders-Dunthorne
Pupil premium lead	Kelly Bland
Governor / Trustee lead	Steve Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66,740
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 66,740

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on need, and helping pupils to access a broad and balanced curriculum.

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, therapeutic interventions and communication support. 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 will be driven by the needs and the pupil centred approach we take in meeting these needs of each pupil.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. Often it is their ability to self-regulate in times of need which impacts on their progress.
2	Our assessments, observations and discussions with external professionals show that our pupils to have physical disabilities or sensory processing difficulties which need to be managed first prior to accessing learning. This is in line with each pupils EHCP.
3	Pupils need support and intervention with their communication skills to help express their needs and wants. The ability to communicate will enable pupils to access learning and interact with their peers and staff.

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
Pupils have increased access to physiotherapy to support with pupil wellbeing and engagement in learning.	Increase the number of pupils accessing a trained physiotherapist. Also increase in time on a daily basis in which pupils are receiving physio support and input. The additional clinical support will provide training and support to class based staff so that universal physio programmes are delivered throughout a pupil's school day.
Pupils have increased access to occupation therapy to support with pupil wellbeing and engagement in learning.	Increase in the number of pupils receiving therapy support and focused intervention from an occupational therapist. Greater access on external professional advice and guidance those pupils with a clinical therapy plan. The programme or a sensory diet need is provided to pupils consistently or as a part of a regulation activity. The number of behaviours observed by pupils is reduced. The additional clinical support will provide training and support to class based staff so that universal sensory programmes are delivered throughout a pupil's school day. Equipment checks and assessments are carried out annually.
Improve communication across the school for pupils as we work towards a total communication culture within school.	Staff are trained in Makaton and Picture Exchange Communication (PECs). This will form part of the school's communication strategy. Pupils are able to communicate their needs/wants and staff can respond promptly and appropriately in way which the pupil understands.

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: £ *36,740*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit a Communication Lead role	Recruiting a lead member of staff for communication will provide a communication rich environment. This is evident with the a significant number of pupils attending Warren School have a communication and interaction need their EHCP. Communication is essential and this is threaded through the entire curriculum.	3
Makaton Training	Makaton in the use of speech and sign and is used throughout the school. An external provider will be coming into school to provide training to staff on using Makaton. Who uses Makaton? - About Makaton	3
Picture Exchange Communication (PECs)	Visual supports (autism.org.uk) Autistic pupils or pupils with communication difficulties people may communicate differently. Some pupils may be non-verbal or find traditional forms of communication difficult or confusing. PECs is central to several useful tools and devices that may help with communication - including Social stories, comic strip conversations, and visual supports.	3

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

Budgeted cost: £ *30,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Additional Physiotherapist provision	DfE guidance on supporting pupil wellbeing in SEN schools. The wellbeing of secondary school pupils with special educational needs (publishing.service.gov.uk)	1
Additional Occupation therapist provision	DfE guidance on supporting pupil wellbeing in SEN schools. The wellbeing of secondary school pupils with special educational needs (publishing.service.gov.uk)	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium spend last academic year was used to provide interactive whiteboard to classroom to support and further enhance the teaching and learning pupils experience.

While some pupils are auditory learners, absorbing information efficiently through the words, others are visual learners. Interactive whiteboards give pupils the opportunity to absorb information in multiple formats. This helps increase retention of information and via multimedia.

Interactive whiteboard allows pupils to participate in the learning or collaborative session at a more focused, engaged level. The hardware provides a powerful platform from which to engage pupils in learning and to support with the communication needs that many of our pupils have.

By integrating an interactive whiteboard in our classrooms, we are providing teachers with a new resource and a new way of delivering quality teaching and learning and it encourage pupils to experience interactive methods of technology in the classroom. This allows pupils to become part of the process, rather than simply recipients of prepared information.

In total, 15 interactive whiteboard screens were purchased so each classroom was issued with a new piece of technology.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider