

Wyre Forest School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding (and recovery premium when available) 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 of pupil premium had within our school.

School overview

Detail	Data
School name	Wyre Forest School
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 - 2027/2028
Date this statement was published	July 2025
Date on which it will be reviewed	January and July – every academic year
Statement authorised by	Rebecca Garratt Headteacher
Pupil premium lead	Dan Archer
Governor / Trustee lead	Full Governors - Termly

Funding overview – updated April 2025 for new financial year

Detail	Amount
Pupil premium funding allocation 2025/26	156,085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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	156,085

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. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Communication skills
- Attendance and parental involvement
- Social opportunities
- Behaviour
- Mental health

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need (using EHCP, SONAR and Evidence for Learning), and helping pupils to access the appropriate Curriculum Pathway.

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. 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and life after WFS guidance is available to all.

Our strategy is integral to wider school plans for education recovery. Our strategy will be driven by the needs and strengths of each young person, based on forensic observations, annual reviews and assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	A considerable amount of work has taken place to improve attendance, but we have some significant cases of Persistent Absenteeism and Severe Absenteeism where the mental health of the main carer is the main barrier to attendance. An increasing number of families with EAL has also proven a challenge where attendance is a concern.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. This in turn has an impact on all areas of their learning.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school which in turn has an impact on social confidence and independence and through our own self-evaluation, due to various reasons, after school clubs is not an option for most of our learners. Families are anxious about taking their pupils out or joining in with external events.
4	Through observations, conversations with families, pupils and staff and through CPOMS recording, we have identified a larger number of pupils experiencing anxiety, suicidal thoughts and mental health struggles following the return to school after the national lockdown.

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
<p>To improve whole school attendance levels, especially for the disadvantaged pupils and younger pupils and to decrease persistent absenteeism and severe absenteeism.</p>	<p>To be above National for Special schools for attendance and Persistent Absenteeism and severe absenteeism.</p>
<p>Pupils use their preferred mode of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>Progress data for both Curriculum Pathway and EHCP targets shows good progress from their baseline starting points because of improved communication.</p>	<p>Through achievement of EHC plan termly outcomes.</p> <p>WFS Tracker (SONAR) data shows that pupils are making progress and where they are not a personalised raising attainment plan is in place.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. The curriculum Pathways provide real life experiences and opportunities.</p>	<p>Through observations and discussions with pupils and their families.</p> <p>Wyre Forest Progress steps – WFS Tracker (SONAR) shows that pupils are making progress, independence, mental health & well-being, physical well-being & development.</p>
<p>Pupils and staff have a range of tools to support their mental health & well-being and external agencies are used to support. Staff are well trained to support pupils and where appropriate families</p>	<p>Through observations and discussions with pupils and their families.</p> <p>CPOMS data shows relevant actions and positive impact of support where appropriate.</p> <p>Behaviour data for individuals shows a decrease.</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: **£41,910**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase the communication team in order for them to support staff in classrooms and with CPD.</p> <p>£31,728</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>2</p>
<p>To continue to develop reading to support communication and raising standards</p> <p>£600</p>	<p>Children to receive a copy of First News to develop reading as well as an understanding of the world around them.</p> <p>What is the impact of First News in schools?</p>	<p>2</p>
<p>To continue to develop communication and up skill all staff by maintaining the Speech & Language UK specialist status award.</p> <p>£1599</p>	<p>All staff at WFS are skilled at SLCN.</p> <p>Home - Speech and Language UK: Changing young lives</p>	<p>2</p>

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

Budgeted cost: **£71,240**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide Coaching to support pupils in dealing with their emotions, life stories, and being ready for learning. £50 per session (recommended 18 sessions) = £900 and Mentors from Mentor Link</p> <p>£20,000</p>	<p>Coaching is about encouraging the individual to find their own solutions, through viewing their thoughts and behaviour from different perspectives. It is a fantastic way of allowing the individual to grow in resilience and self confidence – to make their life and education more manageable. We work with students to expand their mindset, achieving positive wellbeing and clarity of the world around them. Greater emotional intelligence, self regulation, empathy and critical thinking are all benefits your students will gain from their coaching experiences.</p> <p>https://cluedupcoaching.co.uk</p>	<p>2, 4</p>
<p>To take specific pupils to Country Treks to undergo a series of horse-riding lessons/experiences to develop communication, confidence, well-being and self esteem</p> <p>£20,000</p>	<p>Children and Horses: Equine Activities Improve Lives Psychology Today There is a whole host of evidence of children with SEND and animals and in particular horses.</p>	<p>1,2,3,4</p>
<p>To trial the use of sensory pods and sensory experiences to reduce anxiety, over stimulation and dysregulation.</p> <p>£10,000 – sensory resources class £9,000 – sensory pods/nooks £2,240 – specific pupils equipment</p>	<p>One of the most noticeable impacts of sensory processing difficulties on behaviour is the occurrence of what are generally <u>known as meltdowns</u>. A sensory meltdown is an intense response to overwhelming sensory input. It's not a tantrum or a result of "being naughty" but a neurological event that is out of the child's control. Children experiencing sensory overload may have meltdowns that involve crying, <u>biting</u>, screaming, throwing things, or even aggressive behaviour towards others in the area (often those people are trying to help but may be exacerbating the stress for the individual). It's essential to understand that during a meltdown,</p>	<p>1,2,4</p>

£21,240	children aren't acting out—they're reacting to the overwhelming sensory input they're struggling to process – They are trying to escape, regulate and find safety. Sensory Nook Affordable Mobile Sensory Spaces	
To develop a parent hub where parents have a no school staff safe space to talk to each other and develop confidence and reduce anxieties around school. £10,000	Parents providing support to each other in a no threatening space will help and develop relationships with the school and improve attendance. Providing signposting in a non-school environment to help parents and therefore their children The impact of parental involvement, parental support and family education on pupil achievement and adjustment : a literature review - Digital Education Resource Archive (DERA)	1

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

Budgeted cost: **£56,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
G4 Family support worker -to support families to improve attendance & PA. £50,000	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1

<p>To provide a translator for parents to access meetings.</p> <p>£500</p>	<p>Working with the Anna Freud Centre provides us with a wealth or support and information. It also has a huge evidence base to support the ongoing work.</p> <p>Role of Translation Services in Schools is vital for bilingual families</p>	<p>1</p>
<p>Activities to develop cultural capital, social skills, communication and discovering hidden talents.</p> <p>£7870</p>	<p>How does music help those with disabilities? Seashell (seashelltrust.org.uk)</p> <p>Advantages of Dance for special needs children - Progressive Sports - South East London & Kent (progressive-sports.co.uk)</p>	<p>3</p>

Total budgeted cost: £137,910

Part B: Review

Pupil premium strategy outcomes review 2025/26

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria	Mid-Year Review

