

Pupil premium strategy statement – Pinewood School Academy Trust

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, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and 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	209
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Todd Baines
Pupil premium lead	Antonella Muirhead
Governor / Trustee lead	Paul Dunne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,500
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£94,500

Part A: Pupil premium strategy plan

Statement of intent

- *Our strategy will be driven by the needs and strengths of each pupil. This will help us provide the opportunity to transfer the skills learnt within the classroom to real life situations.*
- *To provide pupils with the tools to self-regulate and manage their behaviour to enable them to be successful in the community.*
- *To provide every child with equal opportunities.*

Challenges

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

Challenge number	Detail of challenge
1	All pupils have a range of additional needs. Guidance for placement in an LD school is for cognitive levels to be between 33% and 50% of chronological age. Their cognitive ability is therefore that of a much younger child and many remain working within the p levels. Vocabulary for many pupils similar to those of children in Key Stage 1.
2	Due to their learning needs many pupils lack social skills and social awareness which impacts on teaching styles and learning.
3	Ability to understand abstract concepts is limited and there is a tendency to compartmentalise learning. Therefore, skills are less likely to be transferred across subject areas.
4	Regular attendance of our disadvantaged pupils.
5	Some issues of social deprivation amongst a number of pupils. Increased issues around SEMH in line with national focus on mental health.

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
For pupils to be able to generalise learning and transfer skills between areas of learning	Thematic curriculum embedded across KS3, including the use of the local environment and residentials to aid transfer of skills to real life situations. Pupils achieving accreditations at an appropriate

	<p>level linked to the work-related learning embedded within KS4.</p> <p>Literacy and numeracy curriculum prioritises teaching of essentials skills needed to support community independence.</p>
All pupils will be better equipped to recognise emotions and self-regulate	Pupils are accessing friendships, showing good behaviour for learning and are accessing their local environments.
Support for parents that require it through the school family worker. Including help to access FSM's, IT equipment and FSM vouchers in holidays in line with government support.	Effective school family worker involvement – positive parental feedback, My concern, SFW records/file notes.

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.

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

Budgeted cost: £ 20,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Family worker/attendance officer (£20,168)</i></p> <p><i>Embedding the principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)</i></p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistence absence.	4, 5
<p><i>Free school meals (£43,263)</i></p>	Free school meal provision enables the child to benefit fully from the education being provided.	1, 3

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

Budgeted cost: £74,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Swimming (£3,440)</i>	Hartham Swimming pool carry out assessments during lessons.	5
<i>Counselling (8,629)</i>	Enhances pupils readiness to learn Evidence of a reduction in behaviour incidents	2, 4, 5
<i>Residential Trips (£19,000)</i>	<p>There is documented evidence that residential opportunities increase engagement in learning. Out of school experiences can address vocabulary deficit.</p> <p>Pupils from low economic backgrounds have struggled to access opportunities in the past.</p> <p>All SEN pupils need to develop their independence skills and residential are a great way to do this.</p>	

Total budgeted cost: £ 94,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Identification of needs:

ECHP lead focussing on meeting the needs of eligible PP pupils. Support put in place to identify interventions, academic support and personal developments. Tutoring for pupils not attending school.

Transitional support:

Emotional well-being and resilience:

Provided interventions and counselling for pupils to develop the skills to self-regulate and reduce behaviour incidents.

Staff wellbeing demonstrated through a reduction in absences.

Inclusive teaching practices:

All our academic support is based on EHCP outcomes and learning is adapted to ensure targets are met.

Improving Educational Outcomes:

Providing opportunities to develop cultural capital outside of school, offering opportunities to gain experiences that prepare them for life. Increasing vocabulary through exposure to a wide range of experiences.

Feedback mechanisms:

Parent and staff feedback is positive.

OFSTED recognise the school is successful in Behaviour and Attitudes and Personal Development

Regular data analysis on behaviour and progress.

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
Swimming lessons	Hartham Swimming Pool
Staff/Student counselling	TellUs

Further information (optional)

Our 3 year pupil premium strategy will be supplemented by additional actions that are not funded by pupil premium. These will include:

Pinewood Outdoors – a programme to develop wider experiences and skills, including archery, forest school etc

Food Technology – enabling young people to develop life skills

Staff counselling – staff able to access immediate support when well-being is directly affected by challenging situations.

Further refine our EHCP processes