

Pupil Premium Strategy Statement – Wood Bank School

This statement details our school's use of pupil premium (and recovery premium for the 2025 - 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|------------------|
| School name | Wood Bank School |
| Number of pupils in school | 142 |
| Proportion (%) of pupil premium eligible pupils | 56% |
| Academic year/years that our current pupil premium strategy plan covers | 2025 - 2026 |
| Date this statement was published | 11.09.25 |
| Date on which it will be reviewed | 11.09.26 |
| Statement authorised by | Jenna Port |
| Pupil premium lead | Nicola Crowther |
| Governor lead | Victoria Terry |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £101,000 |
| Recovery premium funding allocation this academic year | |
| 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 | £101,000 |

Part A: Pupil premium strategy plan

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Barriers to learning due to complex communication needs. |
| 2 | Socio economic barriers for identified families. |
| 3 | Barriers to learning due to sensory integration needs |
| 4 | Barriers to learning due to complex needs resulting in behaviours that challenge |
| 5 | Social and emotional needs and child 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 |
|---|--|
| Identified pupils will make progress in functional communication through the purchasing of high tech AAC devices with accessible programmes to support spontaneous communication. | Pupils will be able to spontaneously and independently request, contribute and comment across the curriculum with the use of a range of AAC devices. |
| Pupils to make good progress across all curriculum areas with a focus on physical development and sensory and physical needs. | Pupils to make progress in targeted curriculum areas Higher levels of pupil engagement. Improved attention to adult led activities. Increased confidence in pupils. Improved pupil wellbeing. To have access to quality resources and equipment across the curriculum |
| Pupils to develop a range of key skills to support pupil regulation | Pupils to have access to a range of sensory equipment to support regulation All staff to receive Price Training from Key Staff trainers to embed the new approach across school |

| | |
|---|--|
| Pupils will develop a greater understanding of their community and the world around them through cultural enrichment experiences. | Pupils will access and participate in cultural events both in school and in the community. |
|---|--|

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: £ 21,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Development of functional communication through purchasing of recommended devices for pupils. The setting up and teaching of how to use AAC devices. Associated staff development costs | Pupil progress in functional communication through the successful, independent use of individual devices to support identified pupils. | 1, 4, 5 £ 8000 |
| The school will have a whole school approach to supporting behaviours that challenge through adopting | Key staff to receive training in order to become trainers Training delivered to all staff in school. Data information to reflect improvement in behavioural incidents | 1, 2, 4, 5 £13,000 |

| | | |
|-------------------------|---|--|
| Price Training Approach | Improved outcomes for pupils identified through SEMH curriculum | |
|-------------------------|---|--|

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

Budgeted cost: £12,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---------------------------------|
| Calderdale Nurture Music Groups | <p>This nurturing approach teaches and supports development in the following areas:</p> <ul style="list-style-type: none"> Confidence Attention skills Self Esteem Resilience Speaking and Listening skills Resilience Teaches performance skills. | <p>1, 2, 5</p> <p>£5,700</p> |
| Access to key role adults to provide expertise and additional focussed input in supporting individual pupils. | <p>Improving pupil ability to understand and access resources in order to help them to regulate their emotional responses and therefore reduce the barriers to learning.</p> <p>To implement therapeutic approaches to meet the need of individual pupils through access to additional provision off site.</p> <p>To develop physical development skills through targeted small group and one to one interventions.</p> <p>Improved outcomes in SEMH and Physical Development for identified pupils.</p> | <p>1, 2, 3, 5</p> <p>£6,600</p> |

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

Budgeted cost: £ 67,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Inclusive enrichment experiences:</p> <p>School trips</p> <p>Access to, and use of, local Community.</p> <p>Cultural Events/Experiences within school.</p> | <p>Provides Cultural Capital for identified children.</p> <p>Enhances performance skills.</p> <p>To improve communication and speech development.</p> <p>To foster inclusive experiences.</p> <p>Develops confidence and self-esteem.</p> <p>Provides opportunities to access the wider community, visit new places and increase pupil understanding of the world around them.</p> <p>Pupil Outcome Lead to support teachers across school in ensuring that they plan for and deliver up to three external enrichment experiences that support the delivery of the curriculum through access to real experiences throughout the academic year.</p> <p>Pupil Outcome Lead to liaise with key teaching staff to ensure that there is a range of performances/cultural events linked to the School Curriculum held in school throughout the academic year.</p> | <p>1,2,5</p> <p>£35,000</p> |
| <p>To develop sensory regulation resources across school</p> | <p>Improved resourcing of sensory integration activities within the Soft Play Room/Outdoor Areas.</p> <p>Enhancement of specialist facilities to support pupil self-regulation and access to the curriculum.</p> <p>Increase in sensory integration resources within all classrooms.</p> <p>Pupil Progress.</p> | <p>3,4,5</p> <p>£20,000</p> |
| <p>To acquire reading books for home for all Pupil Premium pupils</p> | <p>Additional books purchased to support reading at home.</p> | <p>2,5</p> <p>£1,700</p> |

| | | |
|---|--|-------------------|
| Direct support to families in response to their current economic situation. | Transport support. Emergency food/utilities supplies. | 2, 5 £7000 |
| Additional staffing costs. | Supporting families in use of strategies to help at home – developing consistency in approach between the home and school environment. | £4000 |

Total budgeted cost: £ 101,000

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

TEACHING

Communication Development:

In school there is a commitment to improving and developing functional Communication for all pupils across all Curriculum Pathways through the use of generic low tech communication support as well as high tech devices for individual pupils where appropriate. This requires training for the Communication lead as well as working with and alongside other professionals.

Expenditure so far:

| | |
|------------------------|------------------|
| Purchase of iPad | £4,276.89 |
| Purchase of iPad cases | £264.54 |
| Elklan Course | £155.00 |
| Elklan Pack | £17.40 |
| Total | £4,713.83 |

TARGETED ACADEMIC SUPPORT

Nordoff Robbins Music:

The Nordoff Robbins music therapy service has delivered therapy to 98% of pupil premium pupils in the academic year 2024 – 2025. The sessions have either been delivered in small groups or individually. The impact of this therapy results in greater self-confidence, freedom of expression, an improvement in self-esteem through performance and develops key skills such as allowing pupils to control the musical experience, to increase listening and attention skills and to teach turn taking. A direct link to improved pupil progress across broader areas of the curriculum is evidenced through the B Squared assessment system.

On the Engage Pathway Music Therapy has a direct link to communication and Social, Emotional and Mental Health

| Subject Area | Percentage of pupils making progress |
|----------------------------|---|
| Communication (Expressive) | 100% |
| Communication (Receptive) | 100% |
| SEMH (Social) | 100% |
| SEMH (Emotional) | 96% |

On the Develop Pathway Music Therapy has a direct link to the subjects PSED and Creative

| Subject Area | Percentage of pupils making progress |
|---------------------|---|
| PSED | 96% |
| Creative | 96% |

On the Explore Pathway Music Therapy has a direct link to the subjects PSHE – Relationships and Personal Health and Wellbeing

| Subject Area | Percentage of pupils making progress |
|------------------------------------|---|
| PSHE Physical Health and Wellbeing | 100% |
| PSHE Relationships | 100% |

Nurture Music Group

The Calderdale Nurture Music Group has delivered one to one bespoke sessions to three pupils in the academic year 2024-2025. The focus of the sessions has been to develop self-esteem and confidence through musical expression. The teaching of

these key skills links directly to the curriculum subjects PSHE and PSED across the Explore and Develop Pathways; please see pupil progress below.

| Subject Area | Percentage of pupils making progress |
|--------------|--------------------------------------|
| PSED | 100% |
| PSHE | 100% |

WIDER STRATEGIES

Inclusive Enrichment Experiences – School trips | Access to Local Community | Cultural Experiences:

The school has provided a schedule of key enrichment activities throughout the year and pupils have benefitted from experiencing a range of interactive experiences linked directly to the school's curriculum topics; this has been both in and out of school. In addition to the enrichment activities listed below, pupils across school access a weekly school assembly and have participated in a range of planned whole school celebration and theme days.

Whole School Events 2024 - 2025

| Date | Theme |
|----------------|-------------------|
| September 2024 | Road Dahl Day |
| October 2024 | Halloween |
| November 2024 | Diwali |
| December 2024 | Nativity |
| December 2024 | Visit from Santa |
| February 2025 | Number Day |
| February 2025 | Valentine's Day |
| March 2025 | Transport Day |
| March 2025 | World Book Day |
| March 2025 | St. Patrick's Day |

| | |
|------------|-------------------------------|
| March 2025 | Eid |
| April 2025 | Easter |
| April 2025 | St. George's Day |
| May 2025 | International Day of Families |
| June 2025 | Seaside Day |
| July 2025 | Sports Day |

Extra-Curricular Activities at Wood Bank School 2024 - 2025

| Activity | Pathway | Term |
|--------------------------------|----------------|-------------|
| Pantomime | Explore | Autumn |
| Eye of Newt Theatre | Engage | Autumn |
| Stolen Stories Winter Light | Explore | Autumn |
| Live Music Now | Whole School | Spring |
| Bollywood Dance | Whole School | Spring |

External School Trips

| Trip | Pathway | Term |
|------------------------|----------------|------------------|
| Engage Classes | | |
| Little Legz | Badgers | Summer Term 2025 |
| Little Legz | Squirrels | Summer Term 2025 |
| Little Legz | Otters | Summer Term 2025 |
| Shabang | Hedgehogs | Summer Term 2025 |
| Skylight | Owls | Summer Term 2025 |
| Develop Classes | | |

| | | |
|------------------------|-------------|------------------|
| Knowsley Safari Park | Butterflies | Summer Term 2025 |
| Little Farmers Cabin | Stags | Summer Term 2025 |
| Tropical World | Rabbits | Summer Term 2025 |
| Sealife Centre | Rabbits | Summer Term 2025 |
| Explore Classes | | |
| Adventure Week | Foxes | Summer Term 2025 |
| Adventure Week | Kingfishers | Summer Term 2025 |
| Adventure Week | Kestrels | Summer Term 2025 |

Eleven classes accessed an out of school trip linked to Curriculum topics this Summer term. Real life experiences that link directly to Curriculum topics are extremely important and bring the learning to life. This approach will be developed further next academic year with a view to all classes planning regular trips.

Support to Families:

The family Liaison team has continued to work together and with external professionals to support families. They work closely to signpost and provide specialist advice and help around a selection of key issues affecting families with SEND children. In addition, they write termly Management Information Reports tracking all key safeguarding and attendance management issues.

| Term | Attendance Percentage Figure |
|-------------|-------------------------------------|
| Autumn One | 91% |
| Autumn Two | 86% |
| Spring One | 82% |
| Spring Two | 87% |
| Summer One | 88% |
| Summer Two | 87% |

The team has supported eight families on Care Plans and two families on The Early Help Pathway with children in receipt of Pupil Premium Funding in 2024 - 2025. The team have supported eight families in financial need, either through signposting to other

services, providing food parcels or help with transport. Summer Club was held across two days in the Summer holidays and attended by ten families with six members of staff supporting the days.

Externally provided programmes.

| Programme | Provider |
|--|----------------------|
| Positive Behaviour Management Training | Price Training |
| Nurture Music Group | Calderdale Music Hub |