

Pupil premium strategy statement – Woodsetton 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	36.8% (46 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	S. Allen / D. Stanton
Pupil premium lead	S Allen
Governor / Trustee lead	K Hermon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£69,690

Part A: Pupil premium strategy plan

Statement of intent

At Woodsetton, all members of staff and the governing body accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will continue to develop a love for learning and will acquire skills and abilities to prepare them for the next phase of their education and finding employment as an adult. While our pupils bring unique strengths, their additional needs can present barriers to learning, particularly in communication and cognition, and through attendance challenges linked to medical and SEMH needs

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged and vulnerable pupils, all who have an EHCP. Whilst socio-economic disadvantage is not 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
- Access to specialist provision including from external agencies
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focused on areas that disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum which is ambitious, meaningful and inclusive (AIM High).

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, real life experiences through cultural capital, support with Music and the curriculum, total communication strategies and Family Support Work. 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 is integral to wider school plans for education recovery, notably through engagement with outside agencies and the National Tutoring Programme for pupils that have been worst affected, including disadvantaged and non-disadvantaged pupils.

Our strategy will work alongside our School Development Plan (SDP) and be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer the pupils the relevant skills and experience they require to be prepared for adulthood upon leaving Woodsetton School.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with children, parents and outside agencies show that disadvantaged pupils generally make less progress due to significant barriers with communication (expressive and receptive). This has a massive impact on all areas of school life including behaviour and academic progress. This affects how they express their needs to peers, in Key Stage 1 and 2 as they desperately want to be able to communicate to others what they have been learning.</p> <p>A significant amount of EYFS pupils have speech, language and communication needs as their primary need in their EHCP. Following an analysis of the current cohort of pupils, 79.2% (99) of pupils have Speech, Language and Communication Needs (SLCN) identified as a primary need, and 11.2% (14) pupils have SLCN identified as a secondary need. The increase in pupils starting Woodsetton with SLCN and complexity of need has identified that our pupils need communication support through personalised and whole school approach resources such as devices, signing, pictures, symbols and objects of reference. All school staff and parents adopt a total communication culture to role model and scaffold to the children to support their communication and interaction. This is developed through CPD for staff, communication awareness workshops for families and intervention for pupils.</p>
2	<p>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 and families require further support to access services. These findings are backed up by several national studies.</p> <p>This has a huge impact on the whole family and their wellbeing and not just the child with special educational needs and disabilities. Lack of support for these families has meant that they have been unable to undertake meaningful activities away from the home and this has also been made more difficult with many support avenues closing following the pandemic. Five years later, with funding issues continuing to decrease in local authorities and other funding sources, including charities and self-funded support.</p> <p>This has become evident as more families are not eligible, through revised criteria to receive support such as direct payments for personal assistants and home respite support.</p>
3	<p>A significant proportion of our pupils have Cognition and Learning difficulties ranging from severe to moderate as a need identified in their EHCP. The complexity of need of the pupils has significantly increased over the past 3 years. Many pupils have difficulties with engagement, applica-</p>

	<p>tion and retention. Support needed includes high staff to pupil ratios, personalised / practical curriculum, adapted equipment, quiet workspaces and resources and access to external agency support.</p> <p>Our assessments, observations and discussions with pupils and families demonstrate that the education of our Key Stage 1 and 2 children have been impacted upon in Math's and English.</p> <p>To address these challenges, we have embedded the CPA (Concrete-Pictorial-Abstract) approach within our teaching to support conceptual understanding and progression. This structured method is particularly effective for pupils with complex needs, as it builds confidence through hands-on learning before moving to visual representation and abstract reasoning.</p>
4	<p>Our observations and discussions with children and staff have shown that increasingly more pupils require further SEMH intervention as ongoing support following the COVID Pandemic. There are currently 14 (11.2%) pupils with Social, Emotional, Mental Health as a secondary need. However, many more pupils throughout school need SEMH support as part of their daily routine and because of personal trauma, which may need short-term support or long-term intervention from school staff and trained external professionals to support pupils' mental health and wellbeing.</p> <p>The above support is needed to be able to offer our most vulnerable children and their families support, skills and guidance. All pupils need strategies and resources to ensure they can communicate their SEMH needs to others before leaving Woodsetton school to ensure a smooth transition when they move provision into Key Stage 3. This needs to continue to develop further to be able to offer a nurturing environment to all pupils in school through developing staff knowledge through ongoing CPD, professional support from health services such as the school nurses, CAMHS and Educational Psychologist (EP) and support for pupils and their families through the development of the pastoral team in school.</p>
5	<p>With the requirement that all schools should now have a music development plan, we are asked to publish a summary before the start of the 2025 to 2026 academic year.</p> <p>This requires us to:</p> <ul style="list-style-type: none"> • raise awareness of how music is delivered within our school to all children, including those who are disadvantaged • promote the school music offer to parents and prospective parents <p>This plan will give us greater opportunity for Woodsetton School and other music hubs to work together to support all children to enjoy music (enhancing their cultural capital), despite their SEND or background.</p>
6	<p>Students with medical or social/emotional needs who experience challenges in maintaining regular attendance may require flexibility for hospital visits and appointments, alongside targeted support both in and out of school. Staff may need to engage in additional meetings to work collaboratively with families, fostering a supportive partnership rather than an adversarial approach. Our aim is to minimise any negative impact on learning and ensure families receive the necessary assistance to reduce attendance-related barriers wherever possible.</p>

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 provide additional support for vulnerable pupils funded through the pupil premium ensure their progress is comparable in English and Maths to their non-pp peers.</p> <p>Challenge 3</p>	<p>Continued outstanding outcomes for PP compared to non-PP. This will be ongoing on a termly basis through each Data Capture event (Oct, Feb, May). Students achieving target grades in English and Maths by the end of KS2.</p> <p>Ongoing CPD and quality assurance from leaders to evaluate how pupils learn best and adapt teaching strategies and approaches for individual learners.</p>
<p>Improved language comprehension for disadvantaged/vulnerable pupils so that they can independently comprehend and express basic language. A total communication approach adopted by all staff throughout school through routine and curriculum-based activities, teaching & learning.</p> <p>Challenge 1</p>	<p>The assessment of pupils' language comprehension will show progress in both the expressive language and receptive language areas using the new Ascent Assessment tracker. All staff are using a total communication approach to enable this to be embedded across the school in all KS areas and subjects. Staff training has been increased to allow for greater inclusive communication knowledge in the classroom as part of the daily routine.</p> <p>School continues to use the Well-comm assessment package, as well as other assessment tools to be able to baseline pupils and to monitor progress through the plan, do and review process.</p> <p>Additional CPD for all staff in school has increased and workshops to support families at home.</p> <p>Intervention groups and individual support is delivered by school staff. Some pupils have NHS SaLT support.</p> <p>Practical resources support pupils' communication at home and in school.</p>
<p>Pupils can use a range of communication and technology systems to aid their understanding and to develop expressive communication skills to support communication with others..</p> <p>Challenge 1 and 2</p>	<p>Through achievement of EHCP outcomes and Woodsetton Personal Plans termly outcomes. Evidence is seen through Learning walks and lesson observations by SLT and external agencies / partners and robust Quality Assurance.</p> <p>Additional CPD for all staff in school has increased and workshops to support families at home.</p> <p>Intervention groups and individual support is delivered by school staff. Some pupils have NHS SaLT support.</p>

	<p>Practical resources support pupils' communication at home and in school.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage further with the wider community and prepare for adulthood. Developing independence skills in communication, interaction, self-regulation and personal care.</p> <p>Challenge 1, 2, 3 and 4</p>	<p>Through observations and discussions with pupils and their families. A wider range of families are being supported through our Pastoral and Safeguarding Team in school, including the Family Support Worker, which enables them to have access to more support agencies and resources away from school.</p> <p>Fewer referrals to Dudley 'Front Door' due to level of support from Universal Services. Increase in Early Help Assessments to reduce higher-level referrals. A significant increase in medical (NHS) referrals to support pupils SLCN, SEMH and personal/physical needs.</p> <p>Additional parent workshops to promote awareness of support and services available.</p> <p>Increase in CPD for staff to support increase in pupils with SEMH needs. One member of staff trained as a trainer of Team Teach. Ongoing CPD delivered through regular workshops. Additional support, training and advice from EP service. Additional hours purchased from EP service to support individual pupils.</p>
<p>Families will receive guidance and signposting to external services, reducing isolation and improving engagement.</p> <p>Challenge 2 and 4</p>	<p>All parents feel supported and confident in engaging with the school, as evidenced by improved feedback from face-to-face events, meetings, and online questionnaires. Barriers such as childcare, financial constraints, and work commitments are reduced through targeted support, and parents report feeling less isolated due to increased access to services and community links.</p> <p>Additional CPD for pastoral staff in school has increased and additional workshops to support families from school staff and external agencies. Increased time allocated for work between parents and school through increased capacity with pastoral team.</p> <p>All staff in school informed regularly by pastoral team of support available via emails and planned workshops.</p> <p>Information shared regularly with parents via Parent Hub app and school website.</p>

<p>Pupils will use practical and multisensory approaches to help them understand concepts and make progress in their learning</p> <p>Challenge 3</p>	<p>Pupils will confidently use practical and multisensory strategies to move from hands-on activities to visual and abstract understanding, showing improved engagement, independence, and measurable progress in Maths and English through observations, work samples, and assessment data.</p> <p>Additional CPD for all staff in school delivered by leaders and external specialists.</p> <p>Intervention groups and individual support is delivered by school staff. Increased pastoral /intervention team.</p> <p>Additional practical resources to support how pupils learn best. Development of additional intervention spaces in school to promote focus, attention and interaction.</p>
<p>Music will be used as a tool to develop cultural capital and engagement, regardless of SEND or background through the curriculum and events.</p> <p>Challenge 2 and 5</p>	<p>All pupils across every key stage have access to music as part of the curriculum. Dedicated music lessons are delivered through bespoke planning and progression documentation by qualified teachers and musicians. Disadvantaged pupils are offered funded opportunities for private music tuition in partnership with Dudley Performing Arts. All children, regardless of SEND or background, are encouraged to join music groups and participate in school performances. Music is embedded throughout the school day to develop musical and communication skills while enhancing social and emotional learning</p> <p>CPD opportunities for staff from music lead in school and external specialists to keep staff up to date to develop music opportunities for all pupils and in school and at other events.</p>
<p>Pupils facing medical or SEMH challenges will be provided with flexible, individualised support to help sustain attendance and reduce any impact on their learning.</p> <p>Challenge 6</p>	<p>Attendance data shows an increase in absence due to SEMH and medical needs of pupils.</p> <p>Regular communication with parents from Pastoral team and leaders to ensure pupils and their families are supported with expert intervention and opportunities to engage and facilitate their learning.</p> <p>Increase in CPD for staff to support increase in pupils with SEMH needs. Ongoing CPD delivered through regular workshops. Additional support, training and advice from EP service. Additional hours purchased from EP service to support individual pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,430.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assistant Head teacher to lead Maths Teaching and Learning to develop and improve maths teaching across the school in line with DfE guidance. To develop the use of White Rose Mathematics' across the school and embed a new AAT system to assess progress in Mathematics</p> <p>Continue to develop the use of White Rose Mathematics' across the school and any additional Intervention support packages related to the scheme.</p> <p>To provide additional ongoing CPD opportunities for all staff and to inform parents in family workshops.</p> <p>The lead will engage with our local research school (Sutton School) and maths hub to develop the quality of maths teaching through CPD.</p> <p>£4585.15 assigned to Leadership position for Head of Maths</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>The use of WR Maths through innovative approaches leveraging technology and collaboration to ensure that every individual pupils has access to motivating activities to consolidate and challenge.</p> <p>Professional development with White Rose Education</p>	<p>3</p>

<p>Maths lead to attend training and to share information with all school staff.</p> <p>£750 cover for lead to attend training</p>		
<p>Creation of an English Lead (Assistant Head Teacher) to further develop a strong Phonics Programme using validated schemes. Additional resources will continue to be purchased to allow staff to use these schemes in school as well as developing a thorough timetable allowing full access to Phonics lessons for all Phonics stages / levels.</p> <p>£4585.15 assigned to Leadership position for Head of English, including communication and LLCL.</p> <p>English Lead to embed the new DFE Writing Framework from July 2025. CPD to be delivered to all staff on this new Framework.</p> <p>English lead to research approaches to early literacy strategies to ensure all pupils can access the curriculum, including communication. Share information with staff through CPD.</p> <p>English lead to attend Wellcomm training and to</p>	<p>By using a validated scheme which has been self-assessed this will provide all teachers the key resources and approaches to teach SSP to children throughout a specialist school environment – OFSTED priority for the school.</p> <p>Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</p> <p>The gains are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>Education Endowment Foundation EEF</p> <p>To begin September 2025.</p> <p>The writing framework</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Early literacy</p> <p>EEF Early Literacy</p> <p>Communication and language approaches EEF</p> <p>Creating a communication supportive environment: Primary - Speech and Language UK: Changing young lives</p> <p>WellComm - GL Assessment</p>	<p>1 3</p>

<p>share information with all school staff. £750 cover for class to attend training.</p> <p>Wellcomm (SEND) specialists to deliver bespoke training to staff. £500 for bespoke whole school training</p>		
<p>CPD for teaching staff on developing pupils' 'total communication skills'. The development of a Lower-Level Learner Co-ordinator post within school will enhance this activity and provide all staff with greater knowledge and support parents at home. £4585.15 assigned to Leadership position for Head of English, including communication and LLCL. (as above)</p> <p>Cost of resources to support home learning and develop parental engagement. £200 for material to create resources.</p>	<p>Communication and Interaction Whole School SEND (NASEN)</p> <p>The use of total communication encourages the use of different methods to support a child's understanding and use of language and interaction with others.</p> <p>Parent workshops to support parents at home with communication strategies. Programme of workshops planned throughout the school year to facilitate all parents.</p> <p>Parental engagement EEF</p> <p>Parents supported with resources for home to ensure consistency and to embed the children's understanding and engagement.</p>	1 3
<p>Further development of the Music and Arts Curriculum (and DFE Music Development Plan) within school and the use of specialist's teachers to enhance the experience for children and allow music to be a form of communication. £3,060.00 for Tuition for whole classes + for PP children to have music lessons</p>	<p>Links with Dudley Performing Arts PP Music Lessons for key students.</p> <p>Funding for specialist teachers from Dudley Performing Arts to enhance teaching across school using the National Curriculum and Woodsetton Music Learning Ladders for assessment purposes.</p> <p>Increase in engagement at Local Authority concerts through the use of the school choir and musicians/bands.</p> <p>Arts participation EEF Musical-Development-Matters-ONLINE.pdf</p>	1 5

	https://www.artscouncil.org.uk – Welcoming the National Plan for Music Education. See School Music plan published on School Website. Woodsetton School - Our Curriculum Offer	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,207.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of 40% (two day a week) for 2 x Level 2 TAs to facilitate interventions for individual and small groups of pupils for Maths & English, including communications and SaLT. Overall cost £15,622.45 for Intervention support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Teaching Assistant Interventions EEF Increased intervention with our EYFS pupils, through early baseline assessments and observations by EYFS staff. EYFS statutory framework for group and school-based providers	1 3
Creation of TLR post to lead and manage SaLT referrals/ caseload for all pupils, and lead on PHSE to develop cultural capital opportunities and develop lifelong skills, independence and confidence within in school and the community. £4585.15 assigned for TLR post.	A significant increase in SCLN as a primary and secondary need across the school cohort (113/125 pupils) has evidently increased the workload to ensure pupils receive specialist SaLT interventions. Therefore, requiring the SaLT lead to manage the caseload and to work collaboratively with parents and external services to ensure referrals are made and SaLT interventions are facilitated in the classroom or as part of individual support. Communication and language approaches EEF	1 2 3 5

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

Budgeted cost: £34,431.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the mental health provision across the school and further develop the role of the Family Support Worker and Senior Mental Health First Aider and pastoral team, to support pupils and their families.</p> <p>Support families to engage in accessing support and external services to support pupil interactions,</p> <p>£25,059.00 100% allocation for Family Support Worker role.</p> <p>£1,560.88 for resources to support pupils and their families and development of therapeutic/calm spaces.</p> <p>Creation of 20% (one day a week) for 2 x Level 2 TAs to facilitate interventions for individual and small groups of pupils to support SEMH and wellbeing needs.</p> <p>Overall cost £7,811.22</p>	<p>We have identified a significant need for enhanced social and emotional support for our most vulnerable children. Targeted interventions must be implemented promptly, rather than waiting for referrals to doctors or CAMHS. By providing this support early, we aim to prevent situations from escalating to crisis point for both the children and their families</p> <p>Anna Freud Anna Freud – The importance of early intervention for SEMH.</p> <p>This will also include supporting with attendance, support for families and access to external support needed to bring together a team to support the family.</p> <p>Creating areas and resources within the school environment to provide therapeutic and a calm space for pupils to regulate and engage in individual wellbeing activities.</p> <p>EEF Self-Regulation and Executive Function</p> <p>Social and emotional learning EEF</p> <p>Training opportunities for staff from Dudley EPS. Dudley educational and child psychology service Dudley Council</p>	<p>2 4 6</p>

Total budgeted cost: £69,069.00

Detail	Amount
Pupil premium funding allocation this academic year	£69,069.00
Recovery premium funding allocation this academic year	£0
Total Funding	£69,069.00
Teaching (for example, CPD, recruitment and retention)	£14,430.30
Targeted academic support (for example, tutoring, one-to-one support structured interventions) part	£20,207.60
Wider strategies (for example, related to attendance, behaviour, wellbeing)	£34,431.10
Total budgeted cost:	£69,069.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Despite sustained efforts, disadvantaged pupils continue to face barriers to achievement across both academic and wider developmental areas. Closing gaps in speech, language, and communication, strengthening mental health provision, and providing additional resources for parents remain essential to improving outcomes for these vulnerable groups. The persistence of these challenges over recent years highlights the urgent need for targeted interventions and sustained support in school.

Our initial assessment attributed these outcomes primarily to the impact of COVID-19 and the restrictions imposed by national and NHS guidelines. These factors disrupted the development of communication skills for many children, which in turn affected expressive and receptive language data. Teaching across all subject areas, including English and Maths, was also compromised as parents of children with SEND were unable to replicate the quality of teaching and learning at home, despite the implementation and monitoring of online lessons.

As time has progressed, children and families with Education, Health and Care Plans have continued to be categorised as vulnerable. Unmet achievement levels and insufficient support place them at ongoing risk, with needs remaining largely unchanged over the past few years. With places in special schools at a premium, Woodsetton School has consistently adapted to accommodate more children and families by offering additional places to those requiring specialist provision.

We have worked tirelessly to build upon the initial COVID-19 strategies, collaborating with partners to deliver targeted interventions and support where needed. In addition, we have invested in in-house training opportunities, enabling staff to design and deliver bespoke interventions rather than relying on external providers.

Parental engagement remains a cornerstone of our approach. Participation in awareness sessions and training workshops continues to grow. The Friends of Woodsetton Group works closely with our pastoral team to provide emotional support through regular coffee mornings and community walking events. They also assist families with preloved school uniforms and food parcels.

Our commitment to academic excellence is reflected in our high-quality, bespoke curriculum, which is rigorously quality assured internally and externally through initiatives such as Quality Marks and our recent Ofsted inspection, which confirmed our Good status in 2023. Pupil Premium funding continues to underpin whole-school initiatives and targeted strategies addressing key challenges, including:

- Developing therapeutic and calm spaces for individual pupils and small groups to support learning, wellbeing, and self-regulation.

- Expanding the role of our Family Support Worker, who provides home-based interventions, assists with funding applications, and facilitates access to activity opportunities.
- Increasing our Mental Health Support Team to strengthen SEMH provision across the school.
- Training three staff members as Nurture Practitioners, with interventions now tracked for impact.
- Implementing a system for recording intervention sessions via Microsoft Forms, enabling senior leaders to monitor effectiveness and report outcomes to LAB members.
- Delivering weekly Makaton workshops to all staff, managed by the LLCL lead and Makaton trainers within the trust, and planning the first Parenting Package for 2026.
- Partnering with Dudley Performing Arts to provide high-quality music education, including funded guitar lessons for Pupil Premium students, and enabling our choir to participate in music events.
- Offering fully funded cultural capital experiences, including school trips, theatre performances, charity events, and our annual 'Aspirations Day,' featuring emergency services and professionals working with pupils across all key stages.
- Increasing parental engagement through workshops, home-learning strategies, and collaborative sessions with external stakeholders such as NHS services, disability activity groups, and the Brighter Futures Support Team.

Externally provided programmes

Programme	Provider
To support pupils and the development of Woodsetton Music plan	Dudley Performing Arts
To ensure all pupils have a healthy breakfast to ensure no child is too hungry to learn. Supporting physical, social and emotional skills as part of the daily school routine and to support with independence and lifelong skills.	Magic Breakfast

Further information - additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Developing further resources for Reading for Pleasure in each classroom for all pupils. This can be online and physical resources, as well as changes to the classroom environment and a range of media and genre of text to motivate pupils to engage. Parent workshops to invite parents into school to encourage reading for pleasure at home.
- Increase the support from Dudley Educational Psychology Service to offer bespoke support within school for targeted children.
- Access free training via the Educational Psychology Service (EPS) to ensure the pastoral team are aware of a range of strategies to support pupils at home and in school.
- Developing nurture-based and therapeutic areas around school (indoors and outdoors) to support pupils and their SEMH needs.
- The DSL in school has completed the Senior Mental Health Lead Training funded by the DFE through a specific grant. This will then lead to a Senior Team in school, working towards better support for our families and linking in with the work of the family Support Worker and Pastoral/Intervention team.
- School leaders, pastoral/Intervention team to work collaboratively with Friends of Woodsetton (parent) group to support engagement for all parents in school events and with external support.
- Work collaboratively with trust sister school to develop good practice and share resources and expertise, as well as quality assure outcomes for pupils and measure impact.
- Developing after school and lunchtime clubs with no cost to parents to ensure it is accessible for all pupils. Enhancing pupil engagement in wellbeing activities to support their mental health and to develop their social and emotional skills.

Planning, implementation and evaluation

In developing our new Pupil Premium strategy, we reviewed previous activities to understand their limited impact and identified additional interventions to maximise the use of available government funding. We are now positioned to refine tuition and services for greater value in the next academic year.

- Targeted pupil support: Small-group and one-to-one support in communication, English, mathematics, and wellbeing, prioritising pupils with the

greatest gaps identified through termly data analysis and discussions with pod leads and teachers.

- Enhanced Curriculum Access: Subsidised extracurricular activities, digital resources, and reading materials to promote engagement and cultural capital.
- Wellbeing and Mental Health Support: Expansion of resilience-building workshops and wellbeing programmes in collaboration with external agencies
- Parental Engagement: Structured workshops and regular communication to equip families with strategies for supporting learning at home.
- Attendance and Behaviour Interventions: Personalised mentoring and incentive programmes to improve attendance and engagement.

All interventions will be clearly aligned to intended outcomes and subject to regular review.

The school will continue using the Ascent Assessment Tracking system, introduced in 2024/25, to monitor progress termly. This system, alongside the new Needs Register, captures academic achievement, attendance, behaviour, and wellbeing indicators for all Pupil Premium recipients. Data is analysed at the end of each term to identify trends, inform adjustments, and evidence impact. The system enables leadership to compare outcomes for disadvantaged pupils against their peers and report on the value added by each intervention.

Collaboration with staff in school to evaluate effectiveness will be collaborated through:

- Staff Meetings: Termly presentations summarising key insights and intervention impact.
- Briefings: Regular updates via email and bulletins with clear action points for teachers and support staff.
- Quality Assurance Sessions: Focused discussions with middle leaders, including case studies and pupil voice feedback, to drive continuous improvement with leaders within school and trust wide.
- Staff will be invited to provide feedback on intervention effectiveness and suggest refinements.

The strategy will undergo ongoing evaluation throughout the academic year. Next steps include:

- Termly review meetings to assess progress and refine interventions
- Annual report to governors/LAB members detailing impact/outcomes, finances, and recommendations
- Staff training on effective resource use
- Continued engagement with pupils and families to ensure interventions remain relevant and responsive and consistent at home and in school

- The leadership team remains committed to adapting the strategy based on data, feedback, and evolving needs, ensuring Pupil Premium funding delivers maximum benefit for disadvantaged pupils.