Pupil premium strategy statement – Fitzwaryn 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	130
Proportion (%) of pupil premium eligible pupils	33% Reviewed December 2026: 32%
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)**	2025-2028
Date this statement was published	December 2025 (reviewed December 2026)
Date on which it will be reviewed	December 2027
Statement authorised by	Stephanie Coneboy Executive Headteacher
Pupil premium lead	Hannah Gordon
Governor / Trustee lead	Wayne Tica

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,500
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*	£49,500

Part A: Pupil premium strategy plan

Statement of intent

At Fitzwaryn School we are committed to raising achievement across the curriculum and support wider learning opportunities. We aim to promote engagement for our pupils and develop their learning, communication, social interaction and independence.

We want to ensure the gap is being narrowed to support learners in meeting the aspirational aims identified within individual Education Health and Care Plans. Therefore, our strategy is based on the individual needs of each pupil and works towards narrowing the gaps in the areas of:

- Communication Skills
- Personal and Independence Skills
- Preparation for Adulthood
- English
- Maths

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. We acknowledge that there may be wide ranging barriers to learning and complex family situations that prevent pupils from flourishing.

We recognise that not only all pupils in receipt of Pupil Premium funding are disadvantaged but there may be other pupils, not in receipt of funding, that may be disadvantaged. Therefore, key to our strategy is the intention that it will benefit all pupils in the school when funding is spent on whole-school approaches. The outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Central to our strategy is targeting a holistic approach. We aim to provide high-quality teaching enabling pupils to access a broad and balanced curriculum, including providing pupils with support to develop independent life and access to society.

Our strategy will 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 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	Individual Special Educational Needs of pupils.
2	Access to a relevant bespoke curriculum.
3	Access to out of school activities to develop social, independence and personal skills.
4	Opportunities to apply what has been achieved in school in less familiar contexts outside school.
5	Support parental engagement.

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
Improved expressive and receptive language skills for disadvantaged pupils with identified speech, language and communication needs (SLCN), relative to their starting points as identified through the EHCP/IEP process.	Progress shown through end of year progress data. An increase in the percentage of disadvantaged pupils achieving their Communication IEP targets. Universal communication offer will be embedded within the school in line with advice from the Speech and Language Therapy Service.
Improved attainment for disadvantaged pupils in all areas of English, relative to their starting points as identified through the EHCP/IEP process, with a focus on providing appropriate stretch and challenge to ensure all pupils reach their full potential.	Progress shown through end of year progress data. An increase in the percentage of disadvantaged pupils achieving their English IEP targets. Reduction in the attainment gap between disadvantaged pupils and their non-disadvantaged peers in English, as evidenced by internal tracking data and end-of-year summative assessments.
Improved attainment for disadvantaged pupils in all areas of Maths, relative to their starting points as identified through the EHCP/IEP process, with a focus on providing appropriate stretch and challenge to ensure all pupils reach their full potential.	Progress shown through end of year progress data. An increase in the percentage of disadvantaged pupils achieving their Maths IEP targets. Reduction in the attainment gap between disadvantaged pupils and their non-

	disadvantaged peers in Maths, as evidenced by internal tracking data and end-of-year summative assessments.
Pupils to access out of school activities within the local community, including overnight residentials, to improve social, independence and personal skills.	Pupils have increased access within the local community and overnight residentials have been completed, with a focus on independence. Progress shown through achievement of IEP targets. Progress evidence through Earwig. Evidence shared with parents/carers.
Pupils are able to access the local community to develop their communication, independence, social and personal skills.	Progress shown through achievement of IEP termly targets (derived from EHCP outcomes). Evidenced through the use of Earwig and shared with parents/carers.
Increased parental engagement for disadvantaged pupils, by developing consistent, two-way communication strategies and offering targeted opportunities for involvement in learning and support.	Parent Forum will be embedded and being used as a communicative tool for parents. Parent questionnaire responses will rise in number along with parent satisfaction. Parents will be actively using Earwig to engage in their child's learning. An increased number of parents will be attending school-led events face to face e.g. workshops, training sessions and parents' evenings.

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: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing professional development for English Teaching and Learning Responsibility lead to develop and improve English teaching across the school in line with DfE guidance. The lead will engage with local and national SEN groups.	Leadership environment conducive to good implementation – establishment and ongoing funding for TLR holders (including CPD needs). A School's Guide to Implementation | EEF There is strong evidence that teachers' pedagogical and content	1, 2

The lead will also link with our outreach support to evaluate and review the communication offer, implementing the universal offer and monitor the impact.	knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	
Ongoing professional development of Maths Teaching and Learning Responsibility lead to develop and improve Maths teaching across the school in line with DfE guidance. The lead will engage with local and national SEN groups. The lead will identify pupils requiring additional Maths interventions, implement interventions and monitor the impact.	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: Maths_guidance_KS_1_and_2.pdf (pub- lishing.service.gov.uk) Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	1, 2
English, Maths, Post-16 and Wider Curriculum leads to be provided with additional release time. This will cover the cost of the additional staffing required to allow leads to monitor delivery across the school.	Leadership environment conducive to good implementation – establishment and ongoing funding for TLR holders (including CPD needs). A School's Guide to Implementation | EEF	1, 2, 3, 4
CPD for all staff and parents on total communication.	Staff need to have the knowledge and skills to provide the right support. For parents to be effectively engaged with skills to support at home. Communication and language approaches | EEF	1, 2, 3, 4, 5
CPD for all staff on strategies to support with stretch and challenge within lessons and how to incorporate this into planning.	The Department for Education's Supporting SEND research report (DfE, 2021) emphasises the importance of maintaining high aspirations and providing opportunities for pupils with SEND to experience challenge within supportive, well-structured environments. Supporting SEND - GOV.UK	1, 2

	Evidence from the Education Endowment Foundation (EEF) highlights that pupils with SEND make the greatest progress when teaching is ambitious, scaffolded, and focused on high-quality instruction rather than reduced expectations. EEF blog: 'Five-a-day' to improve SEND outcomes | EEF	

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

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 day of a teacher to organise, plan for, deliver and assess the impact of interventions. 1 day of Higher Level Teaching Assistant to organise, plan for, deliver and assess the impact of communication interventions working alongside the advice from the Speech and Language Therapy service.	1:1 tuition as a targeted approach: greater levels of interaction and feed-back is effective at closing the disad-vantage gap. Low attaining pupils most likely to benefit. One to one tuition | EEF (educationen-dowmentfoundation.org.uk) Use of HLTAs to deliver high quality inter-ventions: consistent impact on attain-ment. Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Funding to train staff to deliver different interventions e.g. LEGO therapy, ELSA.	We have found a positive impact on pupil well-being for those that have accessed these therapies. More pupils across the school would benefit from this further support.	1, 2, 3, 4

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

Budgeted cost: £ 20,000

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

To embed the use of the Earwig assessment system across the school to ensure assessment informs planning and supports pupil wellbeing. Use the platform's features to enhance parental engagement through shared evidence of learning and progress. - Ensuring sufficient IT in all classes to enable this to happen.	There is substantial research that shows parental engagement has a positive impact on average of 4 months' additional progress. Earwig will allow parents to engage with their child's learning. Parental engagement | EEF EEF_Parental_Engagement_Guidance_Report.pdf Evidence shows to improve learning, technology must be used in a way that is informed by effective pedagogy. Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload. EEF Digital Technology Guidance Report.pdf	1, 2, 3, 4, 5
Referrals to a Music Therapist for targeted 1:1 interventions to support the SEMH and communication skills of our pupils.	A study of children and adolescents (aged 8-16) with behavioural, developmental or emotional problems found that a 12-week programme of music therapy (in addition to usual care) led to significantly improved self-esteem and reduced depression compared to usual care alone. Music therapy for children and adolescents with behavioural and emotional problems: a randomised controlled trial British Association for Music Therapy :: Research (bamt.org)	1, 2, 3, 4
Developing pupil skills to access society. This will be used for support with costs e.g. travel training	More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Development of non-cognitive skills Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 4

Total budgeted cost: £49,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2025–26 academic year, disadvantaged pupils made good progress from their individual starting points across academic, communication, independence and wellbeing outcomes. Progress was assessed through EHCP outcomes, IEP targets, internal quality assurance, Earwig evidence and end-of-year assessments.

Communication remained a key priority. Through the continued implementation of our Total Communication approach, staff training and close partnership with Speech and Language Therapy services, disadvantaged pupils demonstrated positive progress in expressive and receptive language skills. Most pupils achieved or made progress towards their communication related IEP targets.

Disadvantaged pupils also made expected or better than expected progress in English and Maths from their individual starting points. Subject leader development, targeted interventions and increased opportunities for stretch and challenge helped to improve outcomes. Internal quality assurance indicates that disadvantaged pupils generally progressed in line with their non-disadvantaged peers.

Opportunities to access the local community, educational visits, residential experiences and travel training supported pupils' social development, independence and preparation for adulthood. Evidence through Earwig, IEP reviews and staff observations demonstrated gains in confidence, communication and independent living skills.

Targeted interventions, including communication programmes, music therapy and wellbeing support, had a positive impact on pupil engagement, emotional regulation and readiness to learn.

Parental engagement continued to strengthen through the increased use of Earwig, regular communication and the development of the Parent Forum. Parents were able to engage more actively with their child's learning and school experiences.

Overall, the school remains on track to achieve the intended outcomes within the current strategy. The greatest impact has been seen through the embedding of a whole-school communication approach, targeted interventions, improved assessment processes and increased opportunities for community access and independence. Priorities moving forward include continuing to increase parental engagement, further embedding stretch and challenge across the curriculum and expanding opportunities for preparation for adulthood and community participation.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.