

Pupil premium strategy statement – Stubbin Wood 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	256
Proportion (%) of pupil premium eligible pupils	51%
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)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Nicola Rees, TEAM Education Attendance and Inclusion Manager with Trust responsibility for Pupil Premium
Pupil premium lead	Vashti Hildreth
Governor / Trustee lead	Carolyn Briggs, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,150
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>	£101,150

Part A: Pupil premium strategy plan

Statement of intent

Stubbin Wood School is a 2-19 special academy in Derbyshire, part of TEAM Education Trust. The school has an inclusive community nursery (including several assessment places for SEND). Stubbin Wood School Reception to KS5 departments are on a co-located site with Shirebrook Academy. However, the nursery and splash pool development remain on the Langwith Junction site. The school is highly popular as our increasing roll and oversubscription demonstrates. Our work extends beyond Derbyshire, and we now offer specialist support to Nottinghamshire where we operate a primary satellite provision.

All students, apart from those attending nursery with a community placement, have an Educational Health Care Plan. The school's role is broad and complex and offers provision and support to those with profound and multiple disabilities as well as those with severe learning difficulties and an autistic spectrum disorder.

Due to the nature of Stubbin Wood, through the consultation process, we admit pupils with an EHC plan, through in-year admissions and at the start of each academic year. All pupils require intensive support. As a school, we therefore recognise that disadvantage spans beyond those eligible for Pupil Premium. This may include EAL, safeguarding involvement, Early Help support or cost of living related disadvantage that does not necessarily trigger eligibility for Pupil Premium. Many of our families do not quite meet the threshold for Pupil Premium eligibility but are impacted by cost of living and low income.

Of the 256 pupils currently on roll, 51% are eligible for Pupil Premium. We have a number of students who are Looked After Children (LAC).

By virtue of being a special school, the pupils experience multiple and socio-economic disadvantage. Disadvantaged pupils at Stubbin Wood School are supported to achieve both their academic potential and to support their social and emotional well-being in line with pupils that are not disadvantaged.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need and helping pupils to access an appropriate, broad and balanced curriculum.

Although our pupil premium 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.

Our strategy is driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This helps us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood. They should have access to targeted academic interventions where needed, led or planned by qualified teachers. Alongside this runs specialist support, where needed, for their emotional wellbeing in order to become resilient, engaged and independent young people who can self-regulate their own behaviour.

Parents have good intentions for their children and school are working hard to communicate how quality first teaching and learning, the prioritising of sequencing and progression and good attendance are critical to pupil progress and later life outcomes. This work is being supported by our ongoing work with parents in shaping our cultural capital offer through the trips, visits and residential offer supported by TEAM. As a school, we prioritise working closely with parents to support them in supporting them where possible with the Cost of Living Crisis. School works closely with TEAM to provide a food, uniform and clothes bank as part of our Cost of Living Strategy and Wellbeing Strategy.

Challenges

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

Challenge number	Detail of challenge
1	ENHANCED LEARNING OPPORTUNITIES Social, emotional and educational learning needs of pupils are severe and complex, as evidenced through assessments and observations and as detailed in Education Health Care Plans.
2	BESPOKE INTERVENTIONS Our assessments and observations shows that all our pupils have learning difficulties which result in low levels of resilience, low attainment and significant widening of the academic attainment gap. The cause of this is relative to the very broad spectrum of complex needs for each individual learner.
3	READING Our assessments, observations and discussions with pupils and families show that our disadvantaged students have less access to reading materials and experience language delay.
4	ATTENDANCE

	Although attendance gaps are narrowing with intensive support and whole school commitment, overall attendance is still lightly below the national percentage for disadvantaged and non-disadvantaged pupils.
5	PARENTAL ENGAGEMENT, SUPPORT & ASPIRATION Through regular discussions, we have identified that our families require additional support for their children re issues with anxiety, attachment, sleep, eating, communication and behaviour, with our disadvantaged pupils having a lower range of parental engagement throughout their education.
6	SOCIAL AND EMOTIONAL HEALTH Our observations and discussions with pupils and other stake-holders show that disadvantaged pupils generally have greater challenges with their social and emotional health as a result of experiencing ACE's; Developmental Delay; Attachment Disorder; Neurological Diversities and trauma and communication. This lowers confidence; lowers expectations and lowers aspirations.
7	WELLBEING Our assessments, observations and discussions show we need to ensure young people are ready to engage with the curriculum on a physical development level, including healthy eating at regular times, particularly due to social deprivation and the rising cost of living.

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
1. Improved attainment and progress for disadvantaged pupils in all areas of learning and development, relative to their starting points as identified through baseline and ongoing assessments.	Demonstrated by our end of year assessments, observations and detailed pupil progress records at the end of our strategy in 2025/26. Staff provide high quality teaching evidenced through lesson observations, learning walks, and pupil progress data, measured over time from their individual starting points and as identified through assessments and achievement of EHCP termly outcomes.
2. To ensure that all pupils needs are well met in terms of their well-being and academic outcomes.	Sustained high levels of well-being demonstrated by: <ul style="list-style-type: none"> • staff expertise in identifying needs • having necessary resources in place Evidenced through discussions with pupils and families, behaviour logs,

	observations and sensory integration programmes.
3. Parents report engagement with education and personal development experiences benefitting their children has improved from/to school.	Parental feedback. Improved attendance at events. Bespoke training / support for parents evident and evaluated
4. All disadvantaged learners will have access to high quality therapeutic intervention via the Early Help Intervention team, CASY counselling and intervention Matrix.	Disadvantaged learners will experience significant increases in their SDQ scores and developing their own self-regulation, therefore impacting upon behaviour data.
5. Disadvantaged pupils have reduced anxieties, greater confidence, independence and self-help skills to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Parent comments during termly outcome planning meetings, EHCP reviews, family survey and end of year report feedback.
6. Targeted support and interventions enable pupils to use a range of communication systems to aid their understanding and to develop expressive communication skills and be successful in their learning.	Through achievement of EHC plan termly outcomes. Pupils are safe, happy and secure; are resilient to change; able to communicate; make choices; and are mentally healthy.

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: £48,877

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide release time for staff to work with the school's Curriculum Leaders on developing appropriate pathway provision	'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' <i>Slater, Davies, and Burgess (2012), Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-	1

Provide focussed CPD on pedagogical approaches to improve quality and consistency of teaching	development&utm_medium=search&utm_campaign=site_s_earchh&search_term We include teaching assistants in our programme of pedagogical CPD.	
Provide leadership time for subject leaders to ensure the school's high quality curriculum meets the needs of all pupils.	Release time ensures leaders have a tight focus on their individual development plans. This time includes high quality CPD from the Central Team, monitoring activities and supporting teachers to implement an ambitious curriculum. https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/implementation/EEF-ImplementationRecommendations-Poster.pdf?v=1668765084	1
Provide leadership time for the school's Reading Leader to coach staff in the teaching of early reading and ensure regular assessment.	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Leadership release ensures all staff delivering early reading are sufficiently skilled. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. Leadership release to assess pupils regularly ensures pupils move through the programme at an appropriate pace. In September 2024, we appointed a new Reading Lead and we recognise the role their strong leadership has already had on reading across school by ensuring high quality teaching and thorough, regular assessment. EEF Phonics +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3
Access to RWI Online subscription	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3
Ensure consistency in the teaching of early reading by providing RWI & Freshstart training to all staff members.	Training ensures that all staff are using consistent approaches to early reading and that they have the necessary subject knowledge and skills. +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3
Subscription to Timestables Rockstars	Rapid recall of multiplication facts is essential as they underpin our number system. This year, Pupil Voice tells us that our formal learners are keen to improve their tables. https://shinetrust.org.uk/case-study/times-tables-rock-stars/#:~:text=The%20impact&text=An%20estimated%20370%2C000%20disadvantaged%20children,when%20they%20started%20using%20it.	1

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

Budgeted cost: £31,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of Designated Teacher for Looked After Children (LAC) to promote the education of looked-after and previously looked-after children (PLAC)</p>	<p>Stubbin Wood has a significant number of LAC & PLAC students on roll. Attainment data for looked-after and previously looked-after children shows that they do not perform as well at Key Stage 2 and Key Stage 4 when compared to non-looked-after children.</p> <p>https://assets.publishing.service.gov.uk/media/5a901d6ce5274a5e67567fc1/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf</p>	<p>1,2,3,4,5,6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2,3</p>
<p>Bespoke therapies in place as part of provision: Riding for Smiles; Dance therapy. Throughout 2023-2025, selected pupils will also access CASY counselling through TEAM Early Help.</p>	<p>+3 Arts participation +4 Social & emotional learning</p> <p>Life skills and enrichment EEF</p>	<p>1, 2, 4, 6</p>

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

Budgeted cost: £30,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for Early Help Team to deliver interventions.	<p>Interventions which focus on improving social interaction tend to be more successful (+6) than those focusing on personal and academic outcomes (+4) or those aimed at preventing problematic behaviour (+5)</p> <p>Shorter (30 mins or so) frequent sessions (4–5 times a week) appear to be the most successful structure for interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 6
Employment of Attendance Officer to promote good attendance and attitudes to learning	<p>If pupils do not attend school, they cannot attain. Our Attendance Officer is employed to close educational engagement with parents and to work with individuals to value learning.</p> <p>https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/part-one-attendance-in-schools-eti-good-practice-report_0.PDF</p>	4
Embedding principles of good practice to support pupils attendance	<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officer to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance: https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	4
Provide leadership time for the school's Behaviour Leader to coach staff in supporting a Relational Approach and Trauma Informed and	<p>This will involve training and coaching to staff in developing consistency towards a relational approach to managing behaviour. It will include building on previous trauma informed training so that the social, emotional and mental health needs of all students are understood and considered when relating to our children and young people.</p> <p>https://the-arc.org.uk/Media/ARC%20terminology%20doc%20AW.pdf</p> <p>www.thriveapproach.com</p>	2,6

Attachment Aware practices		
Continued breakfast club provision	<p>Our Breakfast Club provision started in summer term 202 and whilst mostly sufficient from donations through Magic Breakfast, the school has to pay for some provisions. EEF findings show that ‘where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.’ +2</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>www.magicbreakfast.com</p>	7
Increased participation of PP pupils in trips and residential	<p>Whilst there is, of course, no obligation for parents to pay, school trips can often have financial implications for many families so to ensure maximum participation we subsidise trips and experiences, ensuring that secondary aged PP students are able to access these. Trips and experiences enable pupils to relate to curriculum knowledge and increases cultural capital and vocabulary.</p>	5
Provide excellent opportunities, through workshops, to help parents understand better the learning their children are experiencing as well as the teaching methods particularly for core subjects.	<p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	5,7

Total budgeted cost: £ 110,859.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Stubbin Wood School is on target to achieve the outcomes of our strategy (as outlined in the Intended Outcomes section above) by 2025. Whilst not in line with national averages for attendance, we are improving and currently sit higher than average for special schools.

Type	Year	Overall Attendance	Absence	Persistent Absence
ALL Rec-Y14	2021-22	88.27%	11.73%	42.25%
	2022-23	87.73%	12.27%	38.65%
	2023-24	88.44%	11.56%	38.15%

PP Rec-Y14	2021-22	87.72%	12.28%	47.89%
	2022-23	86.12%	13.88%	40.28%
	2023-24	85.86%	14.14%	43.06%

NON PP Rec-Y14	2021-22	88.92%	11.08%	35.29%
	2022-23	89.16%	10.85%	35.79%
	2023-24	90.11%	9.89%	29.51%

LAC Rec-Y14	2021-22	87.80%	12.20%	57.14%
	2022-23	89.67%	10.33%	37.50%
	2023-24	89.87%	10.29%	38.46%

Students who took part in therapy sessions demonstrate increased confidence in social and emotional development. The feedback from students and parents is always positive and therapists provide detailed feedback from their observations with suggestions for staff as to how they can further support with targeted work.

Due to unforeseen circumstances, staff were unable to engage with the ELSA training. However, ELSA trained staff from within the school's Trust (T.E.A.M) continue to work with students on an individual basis. Their work impacts on student attendance. As an example, we are able to provide students who are experiencing emotionally based school non-attendance, and their families, with regular contact and targeted intervention. This also includes facilitating and working in conjunction with multi-disciplinary teams who are also supporting these students and families.

The school's Communication & Interaction Lead was class based due to the increase in pupil numbers but continued where possible to carry out interventions for children and young people with speech and language needs. The school's Signing Choir established itself as an asset to the school and has supported individual's social and emotional development. In the summer of 2024, the choir performed in Southwell Minster to an audience of 600. Makaton workshops were held for parents with many sharing successful stories of being able to support their child's expressive language in the home. The school is refining how it supports student communication including the use of approaches such as functional communication strategies.

Participation in vocational activities and outdoor experiences to enrich education is an integral aspect of the school's curriculum. Whilst the EEF state that there is evidence that 'character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, much less is known about how these skills can be developed and whether they lead to increased academic attainment. Few robust studies in the UK have explored the extent to

which schools can influence these skills, and their impact on other outcomes. Improved behavioural, social and emotional outcomes do not always translate into improved grades, or perhaps may translate into improved academic attainment only in the longer term, but schools may well wish to pursue them for their wider benefits irrespective of impacts on attainment.' We recognise the significance of these experiences for our children and young people and will continue to provide our offer as we know how important the skills they develop are in preparing them for adulthood and independent living.

Although we recognise we have more work to do on addressing healthy eating, in the summer of 2024 we began working in partnership with Magic Breakfast and currently offer breakfast to all Stubbin Wood students. This is now an integral part of the school day and ensures all students have access to a healthy breakfast. The impact of this is improved focus during lesson time and for many students, improved social skills as well as their communication skills. We now need to work in partnership with external agencies to address the relationship between poor diet and behaviour and some SEND conditions as some parents incentivise attendance, engagement and behaviour with high sugar and processed foods.

CPD opportunities were provided to staff throughout the year, as well as staff being given dedicated subject leader release time. There is a continued focus on the development of early reading with the appointment of an experienced Reading Lead who is already demonstrating impact through whole school leadership and rigorous monitoring of pupil progress.

A wide range of extra-curricular activities were offered to pupils throughout the year, including trips and visits. The uptake for these activities is good and the staff demonstrate a commitment to further enhance the curriculum offer made by school. Visitors to school, and trips out, have further developed and enriched the children's experiences. Residential are of significant importance as it provides many of our students with complex needs the access to experiences they may not otherwise gain such as wall climbing and canoeing.

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