

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	195
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	February 2026
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Vashti Hildreth
Pupil premium lead	Lorraine Foote
Governor / Trustee lead	Pauline Corfield, Chair School Improvement Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,060
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£129,060

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	<p>PARENTAL ENGAGEMENT, SUPPORT & ASPIRATION</p> <p>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.</p>
6	<p>SOCIAL AND EMOTIONAL HEALTH</p> <p>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.</p>
7	<p>WELLBEING</p> <p>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.</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
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.	<p>Demonstrated by our end of year assessments, observations and detailed pupil progress records at the end of our strategy in 2025/26.</p> <p>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.</p>
2. To ensure that all pupils needs are well met in terms of their well-being and academic outcomes.	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> • staff expertise in identifying needs • having necessary resources in place <p>Evidenced through discussions with pupils and families, behaviour logs,</p>
3. Parents report engagement with education and personal development	<p>observations and sensory integration programmes.</p>

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: £

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	<p>'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></p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment?utm_source=/education-evidence/guidancereports/effective-professional-</p>	1

Provide focussed CPD on pedagogical approaches to improve quality and consistency of teaching	We include teaching assistants in our programme of pedagogical CPD. development&utm_medium=search&utm_campaign=site_search&search_term	1
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/eefguidancerports/implementation/EEFImplementationRecommendationsPoster.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/educationevidence/teaching-learning-toolkit/one-to-one-tuition	3
Access to RWI Online subscription	https://educationendowmentfoundation.org.uk/educationevidence/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/educationevidence/teaching-learning-toolkit/phonics	1, 3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Designated Teacher for Looked After Children (LAC) to promote the education of looked-after and previously looked-after children (PLAC)	<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_lookedafter_and_previously_looked-after_children.pdf</p>	1,2,3,4,5,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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/educationevidence/teaching-learning-toolkit/phonics</p>	2,3

<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 Life skills and enrichment EEF</p>	<p>1, 2, 4, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for Early Help Team to deliver interventions.</p>	<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/educationevidence/teaching-learning-toolkit/social-and-emotionalllearning</p>	<p>2, 6</p>
<p>Employment of Attendance Officer to promote good attendance and attitudes to learning</p>	<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>	<p>4</p>

<p>Embedding principles of good practice to support pupils attendance</p>	<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>	<p>4</p>
<p>Provide leadership time for the school's Behaviour Leader to coach staff in supporting a Relational Approach and Trauma Informed and</p>	<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 understand 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>	<p>2,6</p>
<p>Continued breakfast club provision</p>	<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-andevaluation/projects/magic-breakfast</p> <p>www.magicbreakfast.com</p>	<p>7</p>
<p>Increased participation of PP pupils in trips and residential</p>	<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>	<p>5</p>

<p>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>	<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-guidancereports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222</p>	<p>5,7</p>
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Total budgeted cost: £ 129,060

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2024–2025, Stubbin Wood School used Pupil Premium funding to reduce, where possible, the impact of disadvantage on pupils with complex and profound SEND. The funding contributed to supporting disadvantaged pupils in working towards academic, social, emotional and personal outcomes from their individual starting points..

With 51% of pupils eligible for Pupil Premium and all pupils having an Education, Health and Care Plan, the school recognises that disadvantage at Stubbin Wood is layered and complex. Pupil Premium funding was therefore used to support a range of initiatives intended to improve aspects of teaching, provide targeted academic and therapeutic support, and offer some assistance with attendance, engagement and wellbeing. However, the extent to which these actions have influenced outcomes has varied..

Impact on Teaching, Learning and Progress

Investment in leadership, curriculum development and CPD has contributed to some increased consistency in teaching across the school although this continues to be an area requiring improvement. Staff have accessed training in areas such as trauma-informed practice and relational approaches, which has led to some

improvements in classroom practice and improved behaviour, although implementation remains variable and further work is needed to ensure teaching approaches fully meet the complex needs of all pupils.

Across all key stages, disadvantaged pupils have made some progress against their EHCP outcomes, but this remains inconsistent. End-of-year assessments, observations and work scrutiny indicate that progress is more evident where targeted interventions are in place, while in other areas it is less sustained and continues to require further development.

Impact of Targeted Academic and Therapeutic Support

Targeted interventions funded through Pupil Premium, including additional phonics support through our Read Write Inc. programme, additional contact time for the designated teacher support for Looked After and Previously Looked After Children, and access to bespoke therapeutic provision, have positively impacted pupils' learning readiness, engagement and emotional regulation.

Pupils accessing therapeutic interventions such as Riding for Smiles, dance therapy and CASY counselling show increased confidence, improved emotional expression and reduced anxiety. Feedback from therapists, staff and families indicates improved self-regulation and social interaction, reflected in behaviour data.

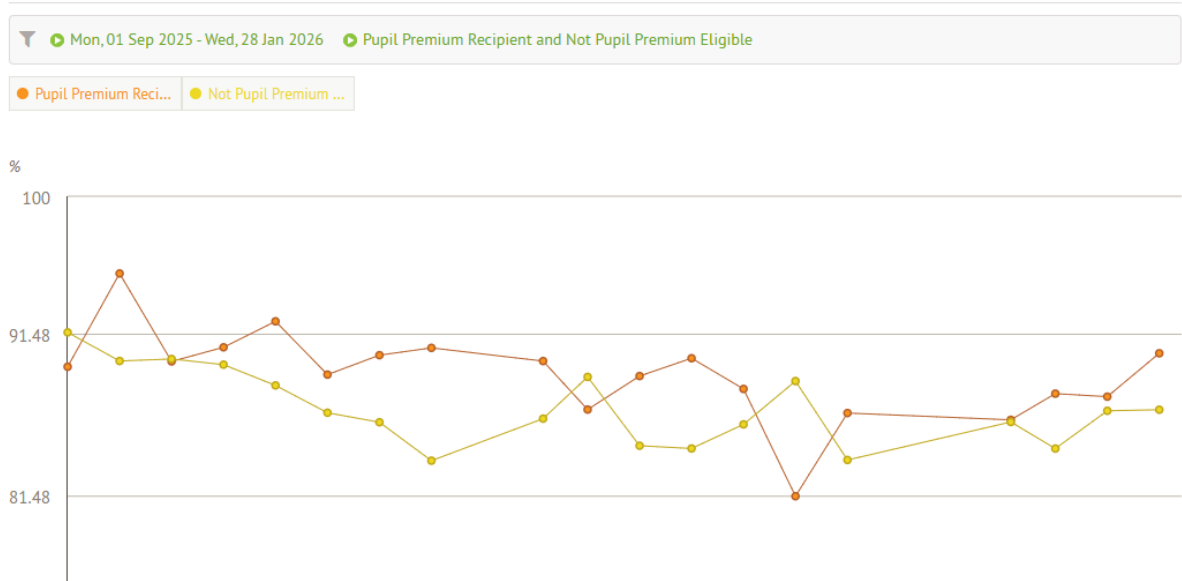
Although staffing pressures meant that some planned interventions could not be delivered as intended, collaboration within TEAM Education Trust provided a degree of continuity of support through Early Help. While this has offered some benefit for pupils experiencing emotionally based school non-attendance, the impact has been variable, and re-engagement with learning and improvements in attendance patterns have not been consistent across all pupils

Impact on Attendance, Wellbeing and Readiness to Learn

Attendance remains a challenge for some disadvantaged pupils; however, sustained investment in attendance leadership and targeted family support has resulted in continued improvement.

Attendance data indicates that those pupils in receipt of pupil premium funding have on average attendance figures higher than the non-pupil premium cohort.

Attendance Over Time



The introduction and embedding of a whole-school Breakfast Club, supported by Magic Breakfast, has had a positive impact on pupils' wellbeing and readiness to learn. Staff report improved concentration, engagement and social interaction, particularly for pupils affected by food insecurity. This provision has become an integral part of the school day and supports pupils' physical development and emotional regulation.

Impact on Communication, Social Development and Cultural Capital

Subsidised weekly preparation-for-adulthood trips and visits have helped more disadvantaged pupils access enrichment opportunities, having a positive impact on developing independence, resilience and life skills. These experiences have supported engagement with learning and preparation for adulthood for some pupils.

The involvement of a Chesterfield community football team in delivering small class football sessions has provided an additional avenue for some pupils to develop physical skills, confidence and engagement in learning. The structured nature of the sessions has supported pupils who may otherwise find group activities overwhelming, helping to build participation at a pace suited to their individual needs. Staff observations indicate that, for some pupils, the sessions have contributed to improvements in regulation, motivation and social interaction, although the impact has varied across the cohort. While the provision has been a positive enrichment opportunity for a number of pupils eligible for Pupil Premium the wider influence on learning and wellbeing continues to be monitored over time.

Summary

Overall, the use of Pupil Premium funding during the 2024–2025 academic year has provided meaningful, though varied, support to disadvantaged pupils at Stubbin Wood School. The funding enabled improvements in aspects of teaching, increased access to targeted academic and therapeutic interventions, and contributed to wider strategies aimed at attendance, wellbeing and engagement. While there have been areas of positive impact—particularly in emotional regulation, participation in enrichment

activities, and the continued development of the school’s wellbeing offer—the effectiveness of some initiatives has been inconsistent, reflecting the significant and complex needs of the cohort. Progress towards EHCP outcomes shows improvement for some pupils, especially where support has been closely tailored, but remains uneven across key stages. Attendance has benefited from sustained leadership focus and targeted support, though challenges persist for a number of pupils with more complex barriers. The continued development of enrichment opportunities, including preparation-for-adulthood experiences and specialist physical activity sessions, has provided additional avenues for engagement, albeit with variable outcomes. As the school moves into the final year of the strategy, it remains essential to use ongoing assessment, pupil and family voice, and evidence-informed practice to refine provision so that Pupil Premium funding continues to support pupils’ academic and personal development as effectively as possible.

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