Pupil premium strategy statement – Redwood 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	363 (244 secondary aged)
Proportion (%) of pupil premium eligible pupils	126 learners 51.6% (of secondary aged)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	4/11/25
Date on which it will be reviewed	4/11/26
Statement authorised by	Paul Evans
Pupil premium lead	Abi Tasker/ Mark Dale
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,970
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*	£145,970

Part A: Pupil premium strategy plan

Statement of intent

At Redwood School, we are committed to using Pupil Premium funding to improve and sustain positive outcomes for our disadvantaged learners. While socio-economic disadvantage is not always the primary barrier our pupils face, the nature of their special educational needs and disabilities means that all our learners experience significant and complex challenges.

Located in Rochdale—ranked **17th out of 296 local authorities** for deprivation, with **31% of neighbourhoods** among the most deprived nationally—our learners face compounded barriers to achievement, wellbeing, and future independence. This context intensifies the importance of a targeted, inclusive, and evidence-informed approach.

Our Strategic Focus

Our strategy is designed to address the following key areas:

- **Academic Attainment**: Learners access a highly personalised curriculum through refined provision pathways and SEND offers. Adaptive teaching and targeted interventions, including phonics and assistive technology, ensure measurable progress in core areas.
- **Social Opportunities**: We prioritise communication-focused interventions, peer mentoring, and enrichment activities to foster positive relationships and social development. Outdoor learning and cultural experiences are embedded to build cultural capital.
- **Preparation for Adulthood**: Our independence curriculum includes life skills, travel training, and community-based learning. EHCP-driven planning ensures learners are equipped with the skills and behaviours needed for successful transitions into adulthood.
- **Emotional Wellbeing**: Emotional regulation strategies, therapeutic interventions, and safe spaces are embedded across the school. Staff are trained to support complex needs, ensuring learners feel safe, heard, and supported.
- **Attendance and Engagement**: Through our strengthened safeguarding processes, we aim to reduce absences and improve engagement, particularly among Pupil Premium learners.

Our Approach

We focus on:

- **High-quality teaching**, underpinned by adaptive strategies and ongoing CPD

- **Creating robust assessment systems**, guiding timely and targeted interventions
- **Establishing a broader and balanced curriculum**, accessible to all learners
- **Wider strategies**, including parental engagement, behaviour support, and enrichment

This strategy is integral to our wider school development plan. It is driven by the needs and strengths of our learners, ensuring they acquire the relevant skills, knowledge, and behaviours to thrive both now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	*Academic - Our assessments, observations and discussions show that our learners have individual learning needs and experience different challenges to their learning*
2	Interaction - Our assessments, observations and discussions show that our learners require additional support to develop positive social interaction and communication skills with their peers.
3	Wellbeing - Our assessments, observations and discussions with learners and families show that some of our learners require additional support to regulate their emotions.
4	Independence - Our assessments, observations and conversations with families indicate that learners often require additional support to develop personal independence skills.
5	Cultural - Our assessments, observations and discussions with learners and their families indicate that our learners generally have fewer opportunities to develop cultural capital outside of school.
6	Attendance - Our assessments and observations indicate that absenteeism is negatively affecting learner progress

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
Learners have individual learning needs and face varied challenges.	Learners will access a highly personalised curriculum through refined Provision Pathways and SEND offers (SDP B2).
	Assessment systems will track progress effectively, ensuring interventions are timely and targeted (SDP B3).
	Adaptive teaching will be embedded across the school, improving engagement and outcomes (SDP B4).
	All leaners including Pupil Premium learners will show measurable progress in core areas, supported by specialist strategies like phonics and reading where appropriate (SDP B1).
Learners need support to develop positive peer relationships and communication.	Enhanced Quality of Care systems will include communication-focused interventions (SDP C2).
	Staff will be trained to support complex autism and SLCN, improving peer interaction (SDP C5).
	Enrichment and LOTC activities will be broadened to foster social development in structured and unstructured settings (SDP B5).
	Pastoral and intervention- social challenges are addressed consistently (SDP C4).
Learners need help regulating emotions	A robust Quality of Care offer will include emotional regulation strategies and graduated support (SDP C1).
	YouHQ and the School Council will be embedded to give learners a voice and promote wellbeing (SDP A7).

	Behaviour tracking systems will be refined to ensure positive intervention and reduced dysregulation (SDP C4).
	Staff will be equipped to manage challenging behaviours and emotional needs, especially in Engage pathways (SDP C5).
Learners need support to develop personal independence.	A careers and independence curriculum will be embedded across pathways (SDP B5).
	The independence curriculum will be expanded to include life skills, community-based learning, and clear transition routes into Sixth Form (SDP B6).
	Staff will support independence through adaptive teaching and EHCP-driven planning (SDP B4).
Learners have fewer opportunities outside school.	The Extended Schools Offer will be enhanced to provide clubs, trips, and enrichment activities (SDP C6).
	Outdoor learning and enrichment will be coordinated to ensure equitable access to experiences (SDP B5).
	Partnerships and funding will be sought to expand opportunities beyond the classroom.
	Learners will engage in meaningful cultural experiences, contributing to personal development.
Improve attendance including accurate recording	The Inclusive Attendance Programme will be embedded to improve attendance across cohorts (SDP C3).

	Attendance will increase by at least 1.2%, with targeted support for key groups including Pupil Premium learners. Safeguarding and intervention processes will be strengthened to address barriers to attendance.

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: £34556

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Ed Psych Support (currently free)	Our evidence demonstrates the benefit of additional Ed Psych time to support learner development	1,2,3,4,6
Effective TA deployment	[Deployment of Teaching Assistants	EEF](#)	1,2,3,4,5,6
Independent travel training	Independent Travel Training is likely to enhance learner's social and employment opportunities: DfE_Home_to_school_travel_and_transport_guidance.pdf	1,2,3,4,5
CPD for all staff Adaptive teaching embedded- Staff CPD on adaptive teaching strategies	EEF's SEND guidance highlights adaptive teaching as essential, recommending "Five-a-Day" strategies like scaffolding and explicit instruction [develop.clf.uk]. EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2,3, 6

- Use of scaffolding, flexible grouping, and strategies - Visual timetables and chunked instructions		

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

Budgeted cost: £43811

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to personalised curriculum - One-to-one/ small group tutoring in literacy and numeracy - Structured interventions - Use of assistive technology (e.g. Clicker, Widgit)	One-to-one tuition can lead to improved progress when linked to classroom learning and delivered by trained staff [educatione...ion.org.uk]. Structured phonics interventions also show imporved impact. [educatione...ion.org.uk].	1, 3, 4, 5, 6
Progress in core areas incl. Phonics - Specialist phonics programmes - Small group reading comprehension sessions - Vocabulary development strategies	Phonics interventions show improved progress and are especially effective in small groups or 1:1 formats [educatione...ion.org.uk].	1, 3, 4, 5, 6

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Improved peer relationships and communication - Lego Therapy or social groups - SALT-led interventions - Peer mentoring and structured play	Lego Therapy improves social interaction in children with ASC [thedcwc.com]. EEF supports communication-focused approaches for improved progress [educatione...ion.org.uk].	2, 3, 4

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

Budgeted cost: £67603

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective assessment and timely intervention - Regular diagnostic assessments using tools - Progress monitoring linked to EHCP targets - Data-informed intervention cycles	Targeted support based on assessment is key to success. EEF recommends ongoing diagnostic assessment to guide interventions [educatione...ion.org.uk].	1, 3, 4, 5, 6
Improving behaviour *-Whole staff training on behaviour support approaches with the aim of developing our school ethos and improving behaviour across school.* - Emotional regulation support	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions	EEF Interventions lead to improved emotional self-management [educatione...ion.org.uk]. Zones of Regulation shows measurable	1, 2, 3, 4, 5, 6

- Zones of Regulation embedded across school - Emotion coaching and sensory circuits - Safe spaces and therapeutic interventions	improvements in behaviour and engagement [zonesofreg…lation.com].	
Independence and life skills - Life skills curriculum (e.g. cooking, travel training) - Community-based learning - EHCP-driven independence targets	Functional curriculum and life skills instruction improves independence and post-16 outcomes [link.springer.com]. EEF supports embedding independence into SEND planning [educatione…ion.org.uk]. Non-cognitive_skills_literature_review_1.pdf	1,, 2, 3, 4, 5, 6
Access to enrichment and outdoor learning *LOtC* *-Outdoor spaces will be developed, and opportunities for adventurous outdoor activities* - After-school clubs and cultural visits - Structured enrichment offer	Outdoor adventure learning shows wider benefits in self-efficacy and teamwork, though academic impact is less clear [educatione…ion.org.uk]. Still valuable for personal development. Council for Learning Outside the Classroom About CLOtC - Council for Learning Outside the Classroom	1,, 2, 3, 4, 5, 6
Improved attendance - Inclusive Attendance Programme	Working together to improve school attendance - GOV.UK	1,, 2, 3, 4, 5, 6

- Mentoring and parental engagement - Attendance tracking and early help referrals		
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,, 2, 3, 4, 5, 6

Total budgeted cost: £ 145970

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Academic Achievement

- Based on the midyear point it noted that the progress gap in English and Maths between pupil premium learners and non-PP peers closed compared to 2023–2024.
- It also showed that EHCP outcomes improved across most cohorts, with pupil premium learners in what was the MSB and EXB showing increased achievement of end-of-keystage targets.
- Targeted interventions such as Lexia, phonics, comprehension, and numeracy supported literacy and numeracy development.
- Engagement with Earwig for assessment tracking rose, improving visibility of progress for pupil premium learners.

2. Emotional and Social Wellbeing

- Overall Level 3 behaviour incidents reduced, with pupil premium learners showing improved emotional regulation.
- Zero exclusions or suspensions were recorded for pupil premium learners.
- Whole-school implementation of Zones of Regulation and nurture-based interventions supported self-regulation and social interaction.
- YouHQ was piloted with pupil premium learners, providing early intervention data and supporting wellbeing strategies.

3. Independence and Life Skills

- A small number of Pupil premium learners participated in **independent travel training**, contributing to increased confidence and preparation for adulthood.
- Learner voice and parental feedback indicated growing independence, supported by enhanced sensory regulation equipment and life skills development (both for PP and non-PP learners)

4. Cultural Capital and Enrichment

- Participation in Redwood Clubs remained steady among pupil premium learners.
- Learning Outside the Classroom (LOtC) opportunities were expanded, with tracking systems ensuring equitable access.
- The school council was re-established, and pupil premium learners contributed to decision-making and wellbeing initiatives.

5. Attendance

- Average attendance for pupil premium learners increased from the previous year.
- Whole-school attendance showed parity between pupil premium and non-PP learners.
- A new attendance policy was implemented, with improved systems and staffing to monitor and support attendance including those on PP.

Demographics	Present R/C: Marks (%)	Auth. Absent R/C: Marks (%)	Unauth. Absent R/C: Marks (%)
Whole school	**84.74%**	**9.88%**	**5.39%**
Pupil Premium Recipient	85.85%	9.26%	4.89%
Pupil Premium Eligible	86.29%	9.06%	4.65%

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Strategic Alignment

These outcomes reflect the effective deployment of pupil premium funding across teaching, targeted support, and wider strategies. Key developments included:

- A whole-school reading strategy with CPD and external training.
- Enhanced communication environments and therapeutic support tailored to pupil premium learners.
- Improved systems for behaviour tracking, pastoral support, and restorative practices.
- Strengthened leadership and appraisal structures to ensure accountability and impact.

Conclusion

The 2024–2025 academic year demonstrated measurable progress in closing achievement gaps and improving wellbeing for pupil premium learners.

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.