

Pupil premium strategy statement – Lady Zia Wernher 2025 - 2026

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	263
Proportion (%) of pupil premium eligible pupils	31%
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)	
Date this statement was published	06/05/26
Date on which it will be reviewed	06/05/26
Statement authorised by	Hilary Davies
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,255.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£120,255.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium to support disadvantaged pupils. All our pupils have severe or profound learning difficulties which create cognitive and physical disadvantages to neurotypical born pupils. We do see variance in outcomes for disadvantaged pupils in our setting particularly in social opportunities, attendance, socio-economic/ home life conditions and culture capital opportunities.

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. 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 will help us to ensure that we offer pupils life skills, opportunities for their voice to be heard, cultivate curiosity in their community, use experiences to grow independence and promote happiness today and tomorrow.

Staff training at LZW is key to successful pupil outcomes. Knowledge of SEND, barriers to learning, differentiation curriculum, and SEMH strategies to enable engagement are key features of induction and continuous professional development.

It is important pupils, parents and families are safe. We believe in positive home/ school partnerships and we invest heavily in bridging the disadvantage gap with active engagement, positive challenge and professional curiosity to understand a child's barriers to full educational participation.

Pupil premium is used for staffing, training and curriculum opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external monitoring shows that disadvantaged pupils have erratic & low attendance due ill-health and therefore have less opportunity to progress.
2	Internal and external monitoring shows that disadvantaged pupils have erratic & low attendance due difficult home circumstances and therefore have less opportunity to progress.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital.
4	English as second language and low literacy competency therefore unable to access benefits, communications from school and professionals
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to experience broad and balanced learning opportunities and life experiences

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 improve attendance rates in line with non pupil premium pupils. To improve punctuality rates in line with non-disadvantaged</p>	<p>Analysis for individual pupils and specific cohorts, case studies. Improved punctuality – lateness declining annually for pupils eligible for pupil premium. Fewer pupils eligible for pupil premium that are persistently absent.</p>
<p>To understand the barriers to bringing children to school.</p>	<p>Successful travel assistance application Successful EH, DLA application Improved attendance</p>
<p>More opportunities for children to engage in cultural capital activities.</p>	<p>All pupil premium pupils attend at least 1 enrichment activity per term such as dance, storytelling, visiting theatre production, riding or community visit</p>
<p>Offer a broad and balanced curriculum with quality resources and facilities</p>	<p>Curriculum resources are available for all lessons, learning and playing spaces are of at least good quality. Staff training schedule is offered and implemented into classroom practice</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Education Psychology service	https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=p6uo2uNvTol	3,5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,3
Purchase of a recognised phonics system to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	4,5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	2.3.4
IT Support	Efficient & effective IT infrastructure is vital for planning, accounting, sharing, reporting pupil progress	1-5

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

Budgeted cost: £68,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of Play/PE practitioner for Class sessions 1 day a week – 38 weeks a year.	https://essentiaeducationgroup.com/what-are-movement-programs-and-do-they-really-work/	3,5
To provide a music therapist 1 day a week – 38 weeks a year.	https://www.bamt.org/music-therapy/what-is-music-therapy	3,5
Sensory story teller for Class sessions 1 day a week – 38 weeks a year.	https://senmagazine.co.uk/content/activities/multi-sensory/18029/multisensory-storytelling/ https://www.thesensoryprojects.co.uk/sensory-stories	3,5
Play therapy	https://www.a4pt.org/page/PTMakesADifference/Play-Therapy-Makes-a-Difference.htm	3,5

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

Budgeted cost: £35,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving outdoor play equipment and surfaces, improving physical access for all pupils	Ofsted recommends that schools evaluate the quality of learning outside the classroom to ensure that it has maximum impact on learners' achievement, personal development and well-being. https://www.eyalliance.org.uk/benefits-outdoor-play-early-years https://www.autismeducationtrust.org.uk/blog/importance-bespoke-outdoor-spaces	3,5
Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF https://www.magicoftheatre.com/productions/pantomimes/ https://bamboozletheatre.co.uk/about-us/	3,5
Part funding of the Family Workers salary. Regular home visits to pupils missing education, work in conjunction with EWO team. Deliver monthly parent coffee mornings, inviting professionals to attend as appropriate. Family workers lead safeguarding meetings and training updates. Provide interpretation.	Example description of impact of role https://www.bcu.ac.uk/education-and-social-work/about-us/school-blog/what-does-a-family-support-worker-do	1,2,4

Total budgeted cost: £120,255

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Music therapy is a medium that offers opportunities to communicate with their world around them. To make choices to and communicate their needs. Offered pupils with complex behaviour de-escalation spaces. Development of group skills – turn taking, sharing, listening.

Maintained effective links with families, supporting vulnerable and chaotic home situations building greater understanding between home and school to improve attendance and engagement in pupil's learning. Supported families to access services to improve family opportunities. For families to meet and exchange ideas and support each other. Supported families with medical appointments improving pupil health and well-being. Worked in partnership with professionals to provide multi-agency support creating effective teams around the family thus improving pupil's outcomes.

Feedback from theatre performances illustrate high and positive pupil engagement and joy as a result of attending the events and activities.

Dance and storytelling sessions feedback from teachers – high engagement, concentration, regulated behaviour and positive communication skills and appropriate target achieved within sessions delivered.

Six parent engagement coffee mornings were held, including some with outside professionals. Parent numbers varied from 8 -30 over the school year.

Two, six week, Growing Together parent courses were run throughout the year with all spaces booked.

Improvement of outdoor play equipment has enabled better access for all children. Improving opportunities for quality play, physicality, de-escalation spaces.

Pupils attended riding sessions for half a year each. Sessions build self-esteem, offer communication opportunities and a social setting for children to engage with their community.

Externally provided programmes

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

Programme	Provider