



Hedgewood School Pupil Premium Strategy Statement 2025-2026

School overview

Metric	Data
School name	Hedgewood School
Pupils in school	185
Proportion of disadvantaged pupils	44.02% (81 pupils)
Pupil premium allocation this academic year	£107,565
Pupil Premium funding carried forward from previous year	£0
Academic year or years covered by statement	2025-2026
Publish date	November 2025
Review date	September 2026
Statement authorised by	Pearl Greenwald
Pupil premium lead	Ladan Jama
Governor lead	Harleen Mattu

Statement of Intent

At Hedgewood School, we recognise that Pupil Premium funding is a vital resource that enables us to support disadvantaged pupils to achieve the best possible outcomes. Our strategy is designed to ensure that every child makes strong progress across the curriculum and in their functional skills, including Communication, English, Maths, self-regulation, social skills, and personal safety.

We use Pupil Premium funding to support pupils from disadvantaged backgrounds in all key areas of their development, according to their individual needs. Our personalised offer aims to promote the progress of disadvantaged pupils and any pupil who may be underachieving. We believe that investing in high-quality, evidence-informed training for teachers and teaching assistants is one of the most effective ways of improving outcomes. To achieve this, we train staff in a wide range of approaches so they can deliver highly personalised learning that supports the diverse needs of our pupils.

Evidence also shows that targeted academic interventions can help close the attainment gap. At Hedgewood, these interventions are tailored to each pupil's specific barriers to learning and are carefully planned to support their stage of development. Structured one-to-one or small-group interventions—closely linked to classroom learning—help pupils transfer and generalise skills across contexts.

Alongside academic progress, pupils at Hedgewood will make progress across the key areas of their SEND development:

- **Communication and Interaction**



- **Cognition and Learning**
- **Social, Emotional and Mental Health (SEMH)**
- **Sensory and/or Physical Needs**

Although our strategy prioritises disadvantaged pupils, it is designed to benefit all pupils, including those who have transitioned from mainstream provision. Funding is therefore allocated across:

- **High-quality teaching**
- **Targeted academic support**
- **Wider strategies**, including support for attendance, behaviour, social and emotional development, and other significant non-academic barriers to learning.

Our strategy is driven by a holistic understanding of each young person’s needs and strengths, based on both formal and informal assessments. We believe that all children—regardless of background or barriers—deserve access to high-quality education enriched with a broad range of experiences, enabling them to learn, embed, and generalise essential skills that improve their quality of life.

Challenges

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

	Challenge
1	<p>Complex Learning Needs and High Prevalence of Autism All pupils at Hedgewood have an Education, Health and Care (EHC) Plan due to significant cognition and learning difficulties and are functioning well below age-related expectations. Additionally, over 86% of our pupils have a diagnosis of Autism Spectrum Condition (ASC). This combination of complex needs requires highly specialised, individualised teaching approaches to ensure meaningful progress.</p>
2	<p>Significant Communication Difficulties Most pupils experience complex communication challenges, and all require universal support from our on-site Speech and Language Therapy (SaLT) team. Many pupils also need targeted or specialist interventions to address substantial receptive and expressive language difficulties, including speech production, core vocabulary development, and social communication. Developing functional communication skills is central to pupils’ wellbeing and quality of life, yet teaching communication for our cohort looks very different from age-related models. The challenge lies in ensuring high-quality communication opportunities, tailored interactions, and consistent reinforcement matched to each pupil’s developmental stage. Hedgewood is a Total Communication school, using signing, communication belts, picture exchange systems, AAC, narrative approaches, and explicit vocabulary teaching (both core and subject-specific) to provide pupils with multiple accessible modes of expression.</p>
3	<p>Barriers to Developing Physical Literacy Physical literacy is vital to pupils’ long-term health, wellbeing, and</p>



	<p>engagement in learning. However, pupils from disadvantaged backgrounds often face additional barriers to accessing sports and enrichment activities, including financial constraints, limited transport, and reduced parental awareness of suitable provision.</p> <p>National evidence shows that fewer than half of young people in England meet minimum activity levels, with lower participation linked to poorer mental health and academic outcomes. Research by Activity Alliance highlights that although disabled and non-disabled children begin school with comparable activity levels, participation among disabled children declines significantly by age 11 and even more sharply by age 16. This reduced engagement limits the development of physical literacy, can contribute to negative attitudes towards exercise, and may further hinder academic performance.</p>
4	<p>Reduced Community Access and Life Experiences</p> <p>Community visibility and access are essential for pupils with SEND to build independence, confidence, and an understanding of what it means to be an active and responsible citizen. Disadvantaged pupils often have fewer opportunities to engage in a range of life experiences outside of school, which can affect their ability to generalise skills, understand social expectations, and navigate different environments successfully.</p>

Intended Outcomes

Aim	Success Criteria
<p>1. Improved attainment for disadvantaged pupils in identified areas of need through 1.1 or small group intervention.</p>	<p>Improved attainment for disadvantaged pupils in identified areas of need through 1.1 or small group intervention. Through participation in identified interventions, pupils will be more engaged in learning, make further progress and improve attainment. This will be evidenced through achievement of improved performance, as demonstrated by a range of formative and summative assessments.</p>
<p>2. Improved outcomes in English and Communication for disadvantaged pupils through development of a communication friendly school.</p>	<p>Train additional teachers in Talk Tools to further expand capacity to further embed the interventions across more classes in collaboration with Speech and Language Therapists.</p> <p>Disadvantaged pupils show measurable improvements in communication skills, as tracked through regular assessments, using VBMA PP or other relevant tools. Data from regular formative assessments or summative evaluations (e.g., reading, writing, and speaking skills) indicate improvement in English language skills for disadvantaged pupils.</p> <p>Observations of classroom interactions from class teacher and Speech and Language Therapists (through direct class support) show reduced communication barriers, with pupils more confidently expressing themselves using their method of communication.</p>



	By meeting these success criteria, the school can ensure that the development of a communication-friendly environment, alongside targeted interventions, leads to significant improvements in both teaching practices and student outcomes
3. Improve outcomes for disadvantaged pupils by fostering an inclusive environment and providing support that helps them develop the knowledge, skills, and behaviours needed to become responsible, respectful, and active citizens.	<p>Disadvantaged pupils regularly participate in community visits and school activities that promote citizenship, with attendance and engagement monitored.</p> <p>Pupils show an increased understanding of concepts such as responsibility, respect, and active citizenship, as well as personal safety when out in the wider school and accessing the community.</p> <p>Pupils will be able to connect their learning of key skills to community visits and school based activities. This will increase parent's confidence in taking their child out into the community also.</p> <p>Pupils will have access to school clubs, including the school council.</p>
4. Improved outcomes for disadvantaged pupils through support to develop their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle and how to build their confidence and resilience.	<p>Through a focus on Outdoor Learning and PE, outcomes will be improved through supporting pupils to develop understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, alongside giving ample opportunities for pupils to be active during the school day and through extra-curricular activities. Pupils will be supported to build their confidence and resilience.</p> <p>Occupational Therapist team will support identified disadvantaged children with food groups to increase pupil's opportunities to try different foods.</p>

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)

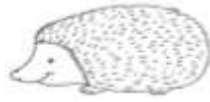
Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA Support	Intervention TA to either run interventions with identified groups or individual pupils or the TA will provide cover for the classroom teacher to hold interventions.	1, 2
Additional PE coach	Physical activity is important for improving physical health as well as improving mental health and	1, 4



	boosting a pupil's self-confidence. Pupil's engage in a wider range of physical activities and can go on to access SEND community activities/clubs.	
Targeted training and CPD including resources	Further investment in Talk Tools training for 3 further teachers. Bespoke training through twilight sessions for all teaching staff (teachers, TA's, therapists) including the VBMaPP, Handwriting without Tears	1, 2
Training for Signalong, Intensive Interaction and alternative methods of communication	Early language skills are proven to support later literacy skills. Children from disadvantaged backgrounds widens the gap further in language and literacy. Signalong accreditation for learners We are also offering parent/carer workshops in signing which allows for enhanced communication in the home. Parent Workshops are held across the year to support families in understanding their child's needs and the strategies in place and can be transferred to the home.	1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised School Trips	Children will be targeted for clubs and sessions which are felt to be beneficial to them in boosting self-esteem, raising aspirations and widening their life experiences. Subsidised trips will ensure all children benefit and real life experiences support learning and positive outcomes as well as increasing their opportunities to be visible in the wider community.	1, 2, 3, 4
1-1 teacher-led interventions with targeted pupils	1:1 or small group work will ensure that children's individual needs are met. EEF research has shown that 1-1 teaching has a significant impact on PP children's progress. This enables focussed sessions for specific children to overcome barriers in their learning in line with VB-MaPP and connecting steps assessments.	1, 2, 3



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Learning and Sensory Garden development	Further development of the sensory garden and increased opportunities to run targeted interventions (Gardening Therapy) https://www.myteamaba.com/resources/gardening-therapy-for-autism	1, 3, 4
Specialist Art Interventions	Art Teacher to host interventions for identified groups utilising the outdoor Art shed and the individual sensory needs of the children identified.	1, 2, 4



Pupil Premium Evaluation 2024-2025

Intended Outcomes 2024-2025

Aim	Success Criteria
<p>Outcome A: Improved attainment for disadvantaged pupils in identified areas of need through 1.1 or small group intervention.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> All pupils will make progress against starting point assessments used to create personalised learning plans (PLP) All pupils will make 75% progress in PLP targets set.
<p>Outcome B: Improved outcomes in English and Communication for disadvantaged pupils through development of a communication friendly school.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> All existing Phase 1 teachers trained in Talk Tools All pupils will make 75% progress in PLP targets set.
<p>Outcome C: Improved outcomes for disadvantaged pupils by ensuring an inclusive environment and support for pupils to develop their understanding of how to become responsible, respectful and active citizens.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> Lunchtime clubs will run daily and will include children from all phases of the curriculum. Led by PE coaches and Teaching Assistants All students will have access to enrichment opportunities both on site and off site (pending Health and Safety Risk Assessments)
<p>Outcome D: Improved outcomes for disadvantaged pupils through support to develop their understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle and how to build their confidence and resilience.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> Disadvantaged pupils will have access to lunchtime clubs targeting physical health and gross motor development for 1 term across the year. Disadvantaged pupils will have access to food groups to improve dietary and target food sensitivities
<p><i>Evaluation</i></p> <p>Outcome A:</p> <p>All pupils are progressing in each phase from their individual starting point. Interventions are planned by the class teacher based on the pupil or pupil's individual targets set within PLP targets or from attainment levels. Intervention can be around supporting a child's attention development, communication needs or academic achievement focusing on reading, writing or maths.</p> <p>Outcome B:</p> <p>Communication goals for all pupils are now tailored to each individual, informed by assessments using the VB-MAPP. This has enabled more precise and targeted goal-</p>	



setting, ensuring that communication underpins all aspects of learning at Hedgewood. All existing teachers and teaching assistants have engaged in INSET training designed to enhance communication skills, following a bespoke training schedule. This includes developing rapport, implementing the speaker initiative, play-based interventions, and supporting both expressive and receptive language, among other strategies. New staff members have completed a detailed induction with Phase Leads and the Senior Leadership Team. They are attending INSET training across the year to further upskill them in knowledge and application of specific teaching protocols.

Teachers attend weekly curriculum focused meetings with training to enhance teacher subject knowledge and pedagogy alongside assessment of learning. Each half term has a specific focus including:

- The new academic year – timetabling, risk assessments, baseline assessments, pupil profiles, PLPs
- English – focus on reading and phonics and moderation
- Maths – early mathematics, problem solving, exploring maths through play, language development and moderation
- English – writing composition and moderation
- Therapies focus – interventions, different levels of support, what direct class support should look like, referrals and next steps

Outcome C:

Lunchtime clubs were offered 3 days per week, and pupil participation has remained consistently high. Clubs included multi-skills, football, dance, playground games, social skills, and basketball, providing a broad range of physical and social opportunities. Pupils in Years 5 and 6 attended their swimming sessions at Botwell Leisure Centre, supporting both fitness and water safety skills.

During the Summer term, our pupils participated in a series of educational and recreational trips. Most children visited Thames Valley, while others attended Thomley or the new soft play facility at Botwell Leisure Centre. Pupils who remained on site due to risk assessments and health and safety considerations were able to engage with the school's visiting farm, ensuring all children had enriching and enjoyable experiences.

Outcome D:

Disadvantaged pupils have benefited from a range of opportunities aimed at improving physical health, healthy eating, and overall wellbeing, while also fostering confidence and resilience. Pupils have regular access to clubs designed to promote an active lifestyle, alongside individual or small-group sessions with the PE coach to target physical health and movement skills.

Additionally, during the Summer term, Occupational Therapists supported seven disadvantaged pupils through food group sessions, helping to broaden their dietary options and encourage healthier eating habits. These combined initiatives have contributed to pupils' understanding of maintaining a healthy, active lifestyle and building personal resilience.