



Pupil Premium Strategy Statement

December 2025



Pupil premium strategy statement

This statement details Wembley Manor School's use of pupil premium (and recovery premium) for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding this academic year and the effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Wembley Manor School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	33 pupils = 38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 to 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Andrew Chaplin Head Teacher
Pupil premium lead	Aaron Lentner
Trustee lead	Therese McNulty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,475 Made up of: 33 x secondary funding allocation
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	£35,475

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium funding to help us continue to achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not the primary challenge our pupils face due to their SEND, we have seen slight variations in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Social opportunity and community participation
- Family functioning

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

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.

We will also provide disadvantaged pupils with support to develop independence and social skills and continue to ensure that wider outcomes for our pupil population are enhanced.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer the relevant skills and experience each child requires to be prepared for adulthood.

Challenges

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

Challenge	Detail of challenge	
1	Observations and discussions, highlight that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.	
2	Assessments, observations and discussions indicate that disadvantaged pupils often require additional support to develop personal skills, e.g. life skills and independent travel.	
3 – 2024/25	Assessments show that disadvantaged pupils make less progress in the area of PSHE . Whilst the barriers to learning and the difficulties disadvantaged pupils experience vary, overall academic progress tends to be lower for these pupils. PP pupils= 89.5% compared to non PP pupils= 93.1% (- difference of 3.6%)	Gap closed July 2025 Pupils in receipt of Pupil Premium (July 25) achieved 2% higher than non- pupil premium allocated pupils.

4 – 2024/25	Assessments show that disadvantaged pupils make less progress in the area of Geometry, measures and statistics . Whilst the barriers to learning and the difficulties disadvantaged pupils experience vary, overall academic progress tends to be lower compared to non-disadvantaged pupils. (PP pupils= 87.4% compared to non PP pupils= 94.3% (- difference of 6.9%)	Gap closed July 2025 Pupils in receipt of Pupil Premium (July 25) achieved exactly the same as non- pupil premium allocated pupils.
5 – 2025/26	Assessments in 2024/25 showed that disadvantaged pupils made less progress in the area of Reading . Whilst the barriers to learning and the difficulties disadvantaged pupils experience vary, overall academic progress tends to be lower compared to non-disadvantaged pupils. (PP pupils = 89% compared to non PP pupils = 93% (difference of 4%)	

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
Sustained achievement of PIP targets relating to PSHE , or disadvantaged pupils	Increased numbers of pupils independently travelling to school. Increased engagement in enrichment activities that promote personal and social skills. Reduction in behaviour incidents. Pupil interests are used to plan career opportunities and pathways that promote aspiration and independence.
Sustained achievement of PIP targets relating to Geometry and measures for disadvantaged pupils.	Assessment of communication PIP targets shows continued parity in outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2027/28.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Annual Reviews, One Page Profiles, pupil and parent questionnaires and surveys and the setting of PfA Outcomes in KS3.
Disadvantaged pupils have access to a wider range of enriching curriculum experiences to help build experiences and cultural capital.	Through the provision of an enriching curriculum offer, further enhanced by a personal development offer which provides opportunities and experiences that are sequenced to build cultural capital
To improve reading fluency and comprehension through targeted interventions. By providing tailored support, resources, and a nurturing learning environment, students will increase their confidence, develop	Through the provision of excellent targeted phonics teaching that meets the needs of each student. Phonics interventions for pupils requiring extra tuition/support.

essential reading skills (including phonics skills), and achieve measurable progress in literacy outcomes.	
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Activity in this academic year using the EEF tiered approach to pupil premium spending:

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

1. High Quality Teaching:

(To include ongoing CPD focused on embedding a newly revised knowledge based curriculum that responds to the particular needs of our pupils, ongoing phonics training and resourcing, and professional development that supports the implementation of evidence based approaches)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Timetabling of: Makaton and Elklan training modules to develop and improve communication and literacy, across the school in line with DfE guidance.</p> <p>Facilitated by: Makaton Tutors, the Director of Therapy and Inclusion, Verbal Behaviour Consultant from Love ABA will develop staff</p>	<p>Makaton use and Elklan training are widely understood to have a very positive impact upon pupils with autism.</p> <p>Verbal behaviour consultancy, will encourage Naturalistic Teaching approaches which are effective in promoting the generalisation of language skills.</p> <p>This finding is clear and consistent with multiple replications: (see, Carbone, Sweeney-Kerwin, Attanasio & Kasper, 2010; Albert, Carbone, Murray, Hagerty, & Sweeney-Kerwin, 2012; Sweeney-Kerwin, Carbone, O'Brien, Zecchin & Janecky, 2007; Alpert & Kaiser, 1992; Angelo & Goldstein, 1990; Cavallaro & Bambara, 1982; Charlop, Schreibman, & Thibodeau, 1985; Hart & Risley, 1975; Hemmeter & Kaiser, 1994; Kaiser, Yoder, &</p>	2, 3, 4

<p>skills in providing high impact on the achievement of individual pupil PIP targets.</p>	<p>Keetz, 1992; McGee, Krantz, & McClannahan, 1985; Rogers-Warren & Warren, 1980; Warren, 1992; Warren & Bambara, 1989; Warren & Gazdag, 1990; Warren & Kaiser, 1986; Warren, McQuarter, & Rogers-Warren, 1984; Yoder, Kaiser, & Alpert, 1991.</p> <p>Individualised Instruction EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Oral Language interventions EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>CPD for teaching staff on understanding and responding to behaviours of concern:</p> <p>Family and Inclusion practitioner training to embed approaches to develop skilled practitioners who support a trauma informed approach to positive behaviour support and work with families to ensure consistent support..</p>	<p>Early and intensive behavioural intervention (EIBI) has been firmly established and disseminated as one of the most effective treatments for autism. This is often followed by ongoing teaching based on the principles of Applied Behaviour Analysis. A number of practitioners now employ additional research to support this approach in which the language curriculum is organized and taught according to Skinner's (1957) Analysis of Verbal Behaviour. In this approach a large focus is placed on functional language skills and the generalisation of skills taught in any intensive setting (i.e., ITT) into the natural environment.</p> <p>Mastery Learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Evidence from Education Endowment Foundation supports Mastery Learning (ITT) as having very high impact upon pupil outcomes.</p> <p>Behaviour interventions EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Social and emotional learning EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1-4</p>
<p>Provide CPD and resources to support staff understanding of a whole school metacognitive approach and ongoing work in supporting pupils self-regulation (co-regulation etc)</p>	<p>Metacognition and self-regulation EEF Toolkit (+7) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1-5</p>

*link to additional eqpt item below		
Team Teach- additional trainers in line with behavioural needs of complex cohort of pupils needing higher level of co-regulation	Behaviour interventions EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1-4

2. Targeted academic support :

(to include; academic tutoring, one-to-one support/structured interventions for literacy, numeracy and geometry and measures to meet the needs of disadvantaged pupils with SEND, TA deployment and intervention)

Budgeted cost: £9,475

<p>Specific Interventions identified in Core subject specific areas for pupils in KS3</p> <p>Staff assigned to deliver additional interventions</p> <p>Resources purchased to support delivery of interventions</p>	<p>One to one tuition EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small Group Tuition EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Oral Language interventions EEF Toolkit (+5) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Phonics EEF Toolkit (+6) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading Comprehension EEF Toolkit (+6) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2,3,4,5
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3.Wider strategies:

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring we work closely with EWS to support disadvantaged pupils to attend school and make progress in all academic and social areas.</p>	<p>Pupil attendance is good and improving. However overall attendance stood at 93% (July 2023) and we aim to achieve our target of 94% by the end of this academic year.</p> <p>The Pastoral approach we take involves working closely with the EWO to monitor and support individual families through face to face meetings, calls and small group focused meetings, empowering parents to better understand the need for good attendance and high engagement</p> <p>Parental engagement EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1-4</p>
<p>Promoting partnership working between home and school. Ensuring outstanding home learning offer. (Family Liaison provision for direct family work as well as referral to MAST colleagues and external agencies as needed)</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities NSPCC</p> <p>Booth, Keenan & Gallagher, 2018; Lafasakis & Sturmey, 2013; Reitzel, et. al., 2013</p> <p>This Pastoral work is further developed and supported by the Family Liaison team.</p> <p>Parental engagement EEF Toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3</p>
<p>1:1 support for pupils to engage in opportunities to access the community and build towards independence.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p>	<p>1,2,3</p>
<p>A broad and enriching calendar of immersive and cultural capital building opportunities</p>	<p>Arts participation EEF toolkit (+3) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1,2,3</p>

<p>Additional Funding for Life Skills and projects to promote independence and PfA.</p>	<p>Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</p>	<p>1,2,3</p>
<p>Promoting equality of access to the full curriculum and enrichment opportunities including Educational trips and visits and residential stay opportunities.</p> <p>(Swimming, Uniform, and in response to individual family requests for support)</p>	<p>Arts participation EEF toolkit (+3) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1,2,3</p>
<p>Total budgeted cost for strategy : £35,475</p>		

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Attainment gaps were closed in relation to Geometry, Measures and Statistics and PSHE.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. That will include:

- Working with an increasing number of charitable and community based organisations that will provide community enrichment activity such as , skiing, swimming, sporting activity, yoga, dance music and horticultural experiences as well as careers opportunities
- Regular community access activities eg shopping, visiting libraries, galleries, museums, cafes, parks, local shops and businesses etc
- Close Liaison with external agencies that can help to support the mental health and well-being of pupils so that SEMH is supported fully (CAMHs, WEST, PBS Referrals and close working promotes positive outcomes for pupils who are additionally disadvantaged)

Planning, implementation and evaluation

In planning our pupil premium strategy, we used published reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.