

Welburn Hall School - Pupil Premium Strategy

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Financial year 2016 to 2017

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

Pupil Premium Strategy – SEN schools

1. Summary information					
School	Welburn Hall School			Type of SEN (eg.PMLD/SLD/MLD etc.)	PMLD/SLD/MLD/ASD
Academic Year	2016/17	Total PP budget	£21,075	Date of most recent PP Review	-
Total number of pupils	75	Number of pupils eligible for PP	18	Date for next internal review of this strategy	June 2017

2. Current attainment
All pupils at WHS have attainment levels significantly below their age related expected levels

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Pupils with ASD and SEMH have high levels of anxiety, OCD, hypervigilance, sensory intolerance manifesting themselves in negative behaviours which act as a barrier to their own learning and that of their peers
B.	Pupils with Attachment Disorder are highly unpredictable, impulsive and are unable to respect boundaries. These behaviours act as a barrier to their own learning and that of their peers
C.	Some pupils experience a disorganised approach to their daily dietary intake which affects their ability to focus on learning at points during the school day
D.	Pupils with ASD, SEMH, Attachment Disorder, etc can find low self-esteem and low confidence levels a real barrier to simple communication
E.	Attendance rates for pupils eligible for PP are 92.9% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
External barriers	
F.	Economic and social deprivation
G.	Unstructured home life

4. Outcomes		
Barriers	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Remain in class and increase participation and engagement in lessons. More confident, resilient and self-assured.	Fewer behaviour incidents recorded Smoother transitions
B.	Remain in class and increase participation and engagement in lessons. More confident, resilient and self-assured. To be able to develop strategies to keep themselves safe in the community and on-line	Fewer behaviour incidents recorded. Less disruption to pupils' emotional well-being and their learning. More focussed on learning and targets. Less anxious and less hypervigilant.
C.	Care and health needs are met to improve levels of concentration and engage and focus for a longer period of time. Energy levels are maintained and behaviour improves and personal targets are met	Fewer behaviour incidents recorded. Less disruption to child's emotional well-being and their learning. More focussed on learning and targets.
D.	Improved expressive and receptive language	Pupils able to follow simple instructions, make choices and express wants and needs. Able to interact with teaching staff
E.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.
F.	Fully accessing all parts of the curriculum. Pupils eligible for PP take part in a wide range of activities and life experiences that they might otherwise not have access to	Fully participate in all areas which request parental contributions, for example visits, residential trips, food tech lessons, etc
G.	Pupils fully access all parts of the curriculum, have good standards of personal care, and are safe across all environments	Feedback from multi-disciplinary meetings

5. Planned expenditure

Academic year 2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A B D	Staff training in the areas of <ul style="list-style-type: none"> • Cerebral palsy • Makaton • Moving & handling • RPI • Sensory training • Pool training 	We want to invest PP in providing developing a highly skilled workforce, knowledgeable in all aspects of the wide range of learning difficulties and medical needs of our pupils	Courses/providers selected using evidence of effectiveness. Look for evidence of applying training through lesson observations, etc	HT/ DHT	June 2017
Total budgeted cost					£1,700

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A B D	Creation of Forest Group for pupils with complex needs	Pupils in this group get a highly personalised, flexible curriculum with very high levels of support designed to meet need. Child-led approach with increased access to tailored sensory interventions	Lesson observations, lesson journeys, teacher meetings, annual reviews, input from external professionals. Half termly progress meetings	HT	June 2017
A B D G	Reading recovery and targeted reading intervention. Setting targets for reading age	Some pupils need targeted support to catch up and address specific learning barriers to reading	Teacher meetings, annual reviews, input from external professionals. Monitoring and reviewing reading age against targets. Half termly progress meetings	DHT/ Literacy Coordinator/ ATA	June 2017

A B D	Educational Psychologist intervention with class team on using strategies and equipment to address dyslexia	Professional expertise to enable class team to lead proven interventions and improve knowledge	Teacher meetings, annual reviews, input from external professionals. Monitoring and reviewing reading age against targets. Half termly progress meetings	HT	June 2107
A B D G	Provision of a range of therapies <ul style="list-style-type: none"> • Imuse • Hydro • Music • RDA 	Therapies are known to have a positive effect on improving attendance, resilience, emotional wellbeing, behaviour, communication skills and relationships, confidence and motivation, engagement and aspiration, lessen symptoms of depression and anxiety, improved use of positive coping strategies	Teacher meetings, annual reviews, input from external professionals.	HT	June 2017

Total budgeted cost **£16,834**

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C F	Provision of snacks through breakfast clubs. Dinner money hardship cases	Evidence shows that children do not learn or engage effectively if they are hungry. Their levels of concentration are adversely affected	Lesson observations, lesson journeys, teacher meetings, annual reviews, input from external professionals. Half termly progress meetings	HT	June 2017
F G	Provide funding for school trips, activities and residential trips where families are unable to afford parental contributions	No pupil can be excluded from a visit or activity simply because their parents are unwilling or unable to pay. However, if insufficient voluntary contributions are raised to fund a visit or activity, then the trip or activity may be cancelled to the detriment of all if the School cannot fund it from another source	No planned trips or activities are cancelled and all PP pupils participate	HT	September 2017
E	Family Support Manager works closely with families and external agencies to remove barriers to pupil attendance within the control of the school	Proven approach - good communication including visits to parents can improve attendance rates	Monitor attendance rates for PP pupils half termly and compare to whole school average	FSM/ Teachers	September 2017
G	Family Support Manager works closely with families and external agencies to help ensure that pupils are able to attend all medical appointments, etc	Proven approach – essential that children have full access to all professionals for their health, wellbeing and safety. Good communication is essential to make all these processes efficient and effective	Teacher meetings, annual reviews, input from external professionals.	FSM	July 2017

	FSM supports families in working with wide range of external agencies, and generally enhances good communication across all parties				
Total budgeted cost					£2,604

6.	7. Review of expenditure	
Previous Academic Year	2015/16	Budget £26,060
Desired outcome	Chosen action/approach	Spend
A B D	Booster Class Teacher for literacy and numeracy	£5,564
A B D	Additional TA support	£14,843
A B D G	Pool safety training for staff	£240
C F	Breakfast club	£750
F G	School trips <ul style="list-style-type: none"> o Cinema o Pantomime o Meal out o Theatre o Zoo 	£202
F G	Residential visit	£360
G	Family Support Manager	£4,101