

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 2019 to 2020

In the 2019 to 2020 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 £2,300 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 £2,300 rate.

Children who have been in local-authority care for 1 day or more also attract £2,300 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	2019/20	Total PP budget	£20285	Date of most recent PP Review	06/11/2020
Total number of pupils	74	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Sept 21

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.	All students have EHCPs and learning needs. Pupils with ASD and SEMH have high levels of anxiety, OCD, hypervigilance, sensory intolerance manifesting themselves in negative behaviors' which act as a barrier to their own learning and that of their peers
B.	Students join the school with low numeracy and literacy grades. Pupils with ASD, ADHD & SEMH are highly unpredictable, impulsive and are unable to respect boundaries. These behaviors' act as a barrier to their own learning and that of their peers. 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
C.	Many students have poor social and communication needs
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 89.68% (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. 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 focused on learning and targets. Less anxious and less hypervigilant.
B.	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 focused on learning and targets.
C.	Improved expressive and receptive language	Pupils able to follow simple instructions, make choices and express wants and needs. Able to interact with teaching staff
D.	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 87.57%
E.	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
F.	Pupils fully access all parts of the curriculum, have good standards of personal care, and are safe across all environments and are where possible prepared for adulthood	Feedback from multi-disciplinary meetings

Impact statements for categories, A, B, C, D E, F & G

Pupil Premium money has allowed pupils to access rural outdoor activities and improve their confidence in social interactions and independence. This also allowed them to try new activities and build relationships with their peers.

Students have benefited from the input of the Family Support Manager. Their complex needs often result in behaviours that require the support and expertise of outside agencies. The Family Support Manager has liaised with staff in school and parents to provide information for the referrals to LDS that we hope will provide staff with further guidance to best provide for their needs.

Through a common love of horses, RDA and equine therapy, students are able to interact with others [both peers and adults], build new friendships and gain understanding of teamwork outside the classroom environment. This has encouraged them to speak and communicate about their riding activities. Riding has greatly improved their co-ordination and combined with the rhythm of riding, their balance and posture.

Many of our students have ADHD, ASD or SEMH, and are able to interact with animals better than people. Autistic children frequently depend on non-verbal cues to communicate, which can allow them to interact well with animals. This has led to better behaviour and positive moods and this has had a great impact on learning and empathy for others.

5. Planned expenditure					
Academic year 2020/21					
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	Additional GTA support in allocated classes to support with learning and personal care needs	Safe supervision of students on the school site and when off site engaging in activities Teaching and support in specific areas of the curriculum Delivery and intervention in the informal and semi formal groups	Lesson observations, lesson journeys, teacher meetings	HT	£6000
Total budgeted cost					£ 6000
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	Improvement of ICT equipment	To support communications within the school environment Promote independence Increase access to the curriculum Provide alternatives to handwriting Increase ICT knowledge and improved e-safety	Lesson observations, lesson journeys, teacher meetings, annual reviews, input from external professionals. Half termly progress meetings	HT	£7000

A B D	Educational Psychologist intervention with class team on using strategies and equipment to address behavior for learning	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	£1500
A B D G	Provision of a range of therapies <ul style="list-style-type: none"> • Hydro • Music • RDA • Farming • Equine Therapy 	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	£1500
Total budgeted cost					£ 10000
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 and classroom snack time	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	£1000
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	£750
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	£3345
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	

	FSM supports families in working with wide range of external agencies, and generally enhances good communication across all parties				
Total budgeted cost					£5095

6.	7. Review of expenditure	
Previous AcademicYear	2019/20	Budget £23615
Desired outcome	Chosen action/approach	Spend
A B D	Quality of teaching for all RPI, M&H & Pool training	£6000.00
A B D G	Targeted support Trampolines, Educational Psychologist, Farm, Equine Therapy, GTA	£13330.00
C E F G	Personal, Social and Emotional Wellbeing Breakfast Club, Family Support Manager	£4285.00