

Welburn Hall School

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	94
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23 – 26/27
Date this statement was published	Jan 16 th 2023
Date on which it will be reviewed	Oct 2024 July 2025
Statement authorised by	Marianne Best
Pupil premium lead	Amanda Caton
Governor / Trustee lead	Helen Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,595 (23/24)
Recovery premium funding allocation this academic year	£30,818 (23/24)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£68,413 (23/24)

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1. Access to the curriculum	Internal and external assessments show that PPG pupils generally make less progress from their starting points. Whilst the types of barriers to learning and the difficulties vary, their overall academic progress tends to be lower in most subjects.
2. Access to community swimming/fitness activity	Due to their SEND, our pupils struggle to be able to access a local gym or swimming pool, because they need so much extra support with communication, physical difficulties, emotional and behavioural issues. This means that unless school can provide this resource, 75% of our pupils would never have this opportunity. Physical fitness and swimming in particular are invaluable in developing healthy life habits, co-ordination and proprioception, providing relaxation for anxiety, promoting sleep, accessing the local community, money handling, dealing with the public, all of which aids healthy brain development and learning. Due to being on low incomes, more than half of our parents cannot afford to contribute to these activities.
3. Access to sensory resources in classrooms/in school	Sensory impairment is a very significant issue in our pupil population and seriously hinders consistent concentration and learning. There is a high prevalence of autism, ADHD, Prada-Willi, Down's and other conditions that require the extensive use of sensory input. Many pupils cannot tolerate the classroom lights, loud noise, hot or cold temperature, certain textures or even the ability to absorb information being directly inputted by a teacher, without the use of resources such as: ear defenders, fiddle toys, specialist glasses, cushions, sensory rooms, etc and each room needs their own sensory resource bag.
4. Communication and Interaction	Pupils have greater challenges around communicating and expressing their needs, including non-verbal, limited language and social communication skills.

5. Access to educational trips	Due to the level of disadvantage in the majority of families, the rurality of the school and their homes, inability of families to be travel in the evening with a disabled child/ren, inability to pay and also community issues such as the lack of changing places, most of our pupils do not access museums, science centres, theatres, nature reserves/woodland walks, beach activities, or social events such as being in a restaurant or cinema.
	We have to use specialist minibus and high staff ratio to support such activities during the school hours so that our pupils have equal opportunity to others in mainstream.
6. Access to high quality speakers/visitors	We use the grant to provide activities we could not otherwise afford for example; Live Music Now, Planetarium visits into school, GokidsGo, Diwali Day, NYCC Music Therapy. In each case, our pupils would not have any other opportunity to attend events like this. The live music is invaluable and we have been able to have visiting musicians come into school and play for the children, explore the instruments and over several weeks of a residency, explore their own musicality. Without a specialist music teacher on the staff, we have no other way of providing such rich 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
Improvements in academic outcomes across school. In particular reading and maths relative to their starting points as identified through baseline assessments.	Results show year on year % improvement demonstrated by our end of year assessments and accreditation results.
Ensure pupils with SLCN have access to a range of total communication strategies, including signing, symbols and communication aids. Improvements in social communication Skills.	Staff confident in 'total communication' approach. Learning walks and lesson observations Staff training led by Speech and Language Ensure there is uniformity and consistency with the use of symbols and visual structure across the school. Autistic children are measurably more confident in communicating with others. C&I indicators improve.
Improvements in SEMH outcomes. Continue to develop a relational approach to teaching and learning which sees all behaviour as the communication of a need. Always consider recent research relating to attachment and trauma and ensure this is a whole school ethos and approach. Pupils develop ability to self regulate and so increase engagement in learning.	Reduced/no suspensions Increased engagement Higher attendance Fewer referrals to external agencies Boxall indicators improve over time towards the norm

Pupils develop in confidence and independence skills when accessing the wider community to help them prepare for adulthood.	Use of enrichment activities off and onsite with clear aims and objectives. Planning and progress shows how the activity has been developed in the classroom with skills transferred to different settings.
Improvements in destinations post Welburn	Continue to have 0% NEET, monitoring of pupils at 1/3/5 years shows sustained work/living placements

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: £31,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Purchase of RWI resources	<p>Read, Write Inc is a phonics complete literacy programme which helps pupils learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.</p> <p>This programme has been validated by the DfE as a complete Systematic Synthetic Phonics programme.</p> <p>Choosing a phonics teaching programme - GOV.UK</p> <p>Home - Ruth Miskin Literacy</p>	1 & 4 & 5
CPD for staff – Ruth Miskin training ed by English Lead Time allocated out of class to monitor / lead on phonics Time out of school to visit other specialist settings for example Maths Mastery Hub for Special schools.	See above	1 & 4 & 5
ICT Upgrade, including 21 new iPads to facilitate teaching and learning.	<p>For pupils with SEND, technology can be a useful tool to support teaching.</p> <p>Using Digital Technology to Improve Learning EEF</p>	3 & 6

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

Budgeted cost: £ 22,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for students who need additional support in reading 'Fresh start' programme	<p>'Fresh start' is a phonics complete literacy programme which helps pupils learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.</p>	1 & 4 & 5

	Home - Ruth Miskin Literacy Choosing a phonics teaching programme - GOV.UK Maximising the Impact of Teaching Assistants - trial EEF Teaching Assistant Interventions EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic counselling for identified pupils.	Allows pupils to cope with their emotions and self regulate more effectively.	1 & 2 & 3 & 4
Student behaviour / pastoral lead	Ensure a 'team around the child' approach for pupils with complex needs. Behaviour Lead allocate time to provide support for teaching teams 'solution circles' to strategise.	1 & 2 & 3 & 4

Total budgeted cost: £ 68,413

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

English and Maths Leadership and curriculum development

Time allocated for English Lead as part of the implementation of phonics programme across the School. All Subject Leads were given time in Autumn 2023 and Spring 2024 to complete curriculum review with a focus on curriculum progression leading to strong curriculum developments and curriculum sequencing. External moderation from School Improvement Partner and Maths Hub – Special schools.

English and Maths progress

The percentage of PPG students who met or surpassed their targets was slightly less than that of non-pupil premium pupils, with maths at a 5% difference, writing at an 8% difference, and reading at a 4% difference. We will continue to target pupil premium through interventions including the Maths Mastery approach, which is new this academic year. Phonics will continue to be monitored.

Pastoral / Behaviour support

Behaviour support / strategies needed for those in receipt of PPG. Strategies using Nurture Principles and Emotion Coaching as well as increased staff knowledge of sensory, communication and regulation skills. In order to best meet pupil needs there will be an increase of Behaviour Lead hours. This will allow further analysis, sign posting and proactive support when needed. Solution circles, emphasising the 'Team around the Child Approach will continue to be timetabled.

Autism Working Group led by SENDCO worked hard to ensure the school successfully gained the National Autistic Society accreditation award.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

