

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 – 24/25 |
| Date this statement was published | January 16 th 2023 |
| Date on which it will be reviewed | November 1 2023 |
| Statement authorised by | Marianne Best |
| Pupil premium lead | Cath McGill/Marianne Best |
| Governor / Trustee lead | Helen Porter |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £ 26,890 |
| Recovery premium funding allocation this academic year | £ 8749 |
| 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 | £35,639 |

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 community swimming/fitness activity | <i>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.</i> |
| 2. Access to sensory resources in classrooms/in school | <i>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.</i> |
| 3. Access to school hydrotherapy pool and disability bikes | <i>The grant allows us to pay for extra staffing hours to support the most physically disabled children to have both a swimming experience but also crucially, to be able to deliver their physio and occupational therapy programmes. Maintaining the pool is expensive and without the grant it would be untenable. These students cannot access the community swimming (Challenge 1) but gain huge benefit from being weightless and free in the water, with specialist staff to keep safe and carry out the programmes. Specialist training is required to be able to deliver this, which is also financially unviable without the grant. The disability bikes are specialist resource, given to school many years ago but require maintenance. Parts have to come from Italy and are very expensive but the bikes allow all children (with adaptations) to enjoy safe cycling outdoors. As our site is 20 acres, this is an invaluable resource for physical fitness and appreciation of nature including birdwatching.</i> |
| 4. Access to educational trips | <i>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.</i> |

| | |
|---|---|
| | <i>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.</i> |
| 5. Access to high quality speakers/visitors | <i>We use the grant to provide activities we could not otherwise afford for example; Live Music Now, Planetarium visits into school, GokidsGo, Dewali 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.</i> |

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 | Results show year on year % improvement |
| Improvements in SEMH outcomes | Reduced/no suspensions, increased engagement, higher attendance, fewer referrals to external agencies, Boxall indicators improve over time towards the norm |
| Improvements in social, communication skills | Autistic children are measurably more confident in communicating with others. C&I indicators improve. |
| 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: £ [insert amount]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------|---|-------------------------------|
| <i>Phonics</i> | DfE research and direction to adopt SSP | |
| | | |
| | | |

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

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------|--------------------------------------|-------------------------------|
| <i>Add or delete rows as needed.</i> | | |
| | | |

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

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------|--------------------------------------|-------------------------------|
| <i>Add or delete rows as needed.</i> | | |
| | | |

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| 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 |
| |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.