



Pupil Premium Strategy Plan 2020-21

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per secondary child, £1320 per Primary child)
- who have looked after for 1 day or more (£2300 per child - £500 top-sliced by LA)
- for children whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium. This year The Westminster School has received the following funding:

Pupil Premium Grant PPG	Pupil Premium per pupil		Total Allocation
Ever 6 FSM	Primary	£1320	£73315
	Secondary	£935	(Based on Jan 2020 census)
Looked After Children (CLA)	£1800		£10,800

The Westminster School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2020/21.

The four key objectives:

1. **Basic skills:** develop the application of basic skills in real life contexts to support independence and personal development.
2. **Mental Health and well-being:** develop the school vision and curriculum to promote positive mental health and well-being including physical health and independent living.
3. **Pupil engagement:** to continue to implement strategies to maintain levels of engagement for PP and CLA and ensure that pupils are engaged in a personalised curriculum with the support of parents.
4. **Pupil Outcomes:** Continue to raise pupil progress and outcomes



Potential barriers to learning at The Westminster School:

- All pupils eligible for the Pupil Premium have an Education, Health and Care Plan which is reviewed annually as part of the review process.
- Each individual pupil has unique circumstances but most have significant difficulties with social interaction and communication, which presents as one of the most significant barriers to learning at The Westminster School.
- Pupils start from well below age related expectations when entering at all years which could impact on their long term achievements and life chances. Pupils begin The Westminster School often with a lack of experience of independent learning and often transition without their peer group due to the nature of their individual need.
- Independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that pupils are fully prepared for life beyond The Westminster School.
- Pupil's vulnerability when faced with complex social dilemmas, such as the use of social media, could present as a barrier. Pupil's social and emotional well-being is of vital importance to staff to ensure safety and engagement. This could be a potential barrier to future attainment if issues are not addressed in a timely manner.
- Attendance and punctuality are crucial for continued progress but could present as a barrier due to difficult family circumstances. The diverse range of need encourages teachers to be dynamic and flexible with their support. Collaborative working is essential to ensure that all staff can fully address the individual need of each pupil, this is reliant on parental engagement throughout pupil's time at The Westminster School. Parents are encouraged to support the school and become involved with school life.

Desired Outcomes:

- a. Pupils will be able to access the most appropriate curriculum pathway for their need that is personalised to them.
- b. Parental engagement will increase
- c. Pupil Premium attainment and progress monitoring will be robust and used to inform subsequent provision.
- d. Pupils and their families will be supported to address and improve social, emotional and mental health needs through access to therapeutic services and internal wellbeing support.
- e. Pupils and families with low attendance levels are supported and challenged.
- f. Pupils engagement levels will continue to improve

Action Plan for use of Pupil Premium 2020 - 21						
Key Objective One:						
Action	Amount allocated	Intended outcomes	Monitored by			
Development of all curriculum pathways for pupils to promote independence and preparation for adulthood	£10581 (3 x HLTA support)	<ul style="list-style-type: none"> • Staff will be able to personalise preparing for adulthood outcomes and are able to plan and deliver effectively for the personal learning and life priorities of pupils. • Progress will be monitored using Evidence for Learning App. 	SLT TLRs			
Key Objective Two:						
Develop the school vision and curriculum to promote positive mental health and well-being including physical health and independent living.						
Action	Amount allocated	Intended outcomes	Monitored by			
Groups of students identified each term to participate in KRUNCH mentoring sessions	£11339	<ul style="list-style-type: none"> • Improved confidence in class based lessons with particular focus on engagement in discussion based activities. • Students able to express themselves more effectively in social situations. 	SENCo			

Students to be able to access residential visits and feel confident in their appearance to boost wellbeing.	£75 per child	<ul style="list-style-type: none"> Parents will be able to use funding flexibly to access financial support for their child to attend residential visits. Parents will be supported to purchase uniform. 	SENCo
Develop use of Learning outside the classroom as an emotional and well-being resource	Educational Psychologists - £5625 Resources - £500	<ul style="list-style-type: none"> Students have access to non-classroom based environments on a regular basis Pupils will have increased opportunities to access LOTC as an integral part of their curriculum. Staff will support students to access outdoor calming spaces including sensory areas to manage well-being. Outdoor space attached to classrooms will provide a calm environment to support students to self-regulate Pupils will access Sunshine room as an intervention strategy 	SLT LOTC staff Teachers EPs
Therapeutic music and creative sessions for identified students to increase self-esteem, motivation and social development.	Music therapy - £8360 Creative therapy - £8000	<ul style="list-style-type: none"> Pupils will be able to express emotions through music and creative arts Verbal and non-verbal ways of communicating will be developed through use of music and drama Increase in self-esteem and engagement in social activities and learning. Pupils ability to manage emotions including anxiety will improve. 	Assistant SENCo Therapists
Therapeutic sessions using animals as source of comfort and to improve health and well-being of pupils	Lunchtime club staffing - £1248 Resources - £500	<ul style="list-style-type: none"> Increased engagement in interventions as a result of the use of animals Pupils able to engage more effectively in talking therapies to support emotions with animal present. 	SENCo

		<ul style="list-style-type: none"> Lunchtime clubs accessible to all throughout the week. 	
Development of a training package for staff to access supporting their knowledge and understanding of mental health and well-being	Educational psychologists - £5625	<ul style="list-style-type: none"> Bank of training available for staff to access to development knowledge in areas such as Emotion Coaching, wellbeing, bereavement and loss. 	SLT
Key Objective Three:			
Continue to implement strategies to maintain levels of engagement for pupils in receipt of Pupil Premium and ensure that they are engaged in a personalised curriculum with the support of parents.			
Action	Amount allocated	Intended outcomes	Monitored by
Identify and deliver appropriate workshops and programmes to support parents to manage their child's needs at home.	Educational Psychologists - £5625	<ul style="list-style-type: none"> Parents will be given the opportunity to attend a range of workshops throughout the year to support their child's learning at home - both from an academic and personal development viewpoint. 	FSW Teachers HLTAs

		<ul style="list-style-type: none"> • Opportunities will occur during the year for parents to engage with their child in the school setting. • The family support worker will provide individualised support in conjunction with other agencies to support parents as necessary. 	EPs
Engage families to develop their knowledge of supporting learning in the home	Training - £1000 Resources - £1250	<ul style="list-style-type: none"> • Family workshops held to explore play and literacy in the home. • Staff trained in REAL/PEAL • Staff will be able to use REAL as part of their curricula. 	SENCo
Increase parental engagement in progress of their child using innovative technology including the Evidence for Learning app.	Family Support Worker - £1000	<ul style="list-style-type: none"> • Parents will be able to access live updates about their child's personal development progress using an ICT application in a range of media forms include written, photographs and video. • Parents will contribute to their child's progress throughout the year. 	SLT Teachers Support staff
Key Objective Four: Continue to raise pupil progress and outcomes			
Action	Amount allocated	Intended outcomes	Monitored by
Experienced staffing and provision of support to improve outcomes for students at all levels and pathways.	HLTA -£7054 Educational Psychologists - £5625	<ul style="list-style-type: none"> • High level of support provided for students where appropriate so that access to the curriculum is increased. 	SLT Teachers Support staff

		<ul style="list-style-type: none"> • A range of communication methods will be established and used by staff to support pupils development • Pupils levels of independence will increase across a variety of situations • Personalised curriculums will be appropriate to the pupils and help them develop skills for adult life. 	SALT/EPs
Specific ICT equipment to be purchased for pupils that require it to support their learning and improve their outcomes	TBC - items purchased on a case by case basis	<ul style="list-style-type: none"> • Specific items will be purchased such as reading pens, communication aids which will support them to become more independent outside of school. • Pupils will feel confident to use alternative methods in the community to remove barriers to outcomes. 	SENCo