# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | The Westminster School |
| Number of pupils in school | 238 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Oliver Flowers, Headteacher |
| Pupil premium lead | Joanne Turner |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £73,315 |
| Recovery premium funding allocation this academic year | £20,010 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £15,936 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £109,261 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:   * Academic attainment * Employability * Social opportunities   At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.  Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.  We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that the curriculum remains aspirational to support pupils as they prepare for adulthood. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | 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. |
| 2 | 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 |
| 3 | Pupil’s ability to manage their own emotions and needs 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 if sensory needs aren’t identified and managed in a timely manner. |
| 4 | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. |
| 5 | 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. |
| 6 | The education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. |
| 7 | Disadvantaged pupils often don’t have access to resources that can support and enhance their communication, anxiety, learning and sensory needs at home. |

## 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.

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| Intended outcome | Success criteria |
| In response to the pandemic, 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. | Pupils and their families will access appropriate support as identified by professionals which will have appositive impact on their attendance and engagement at school. |
| Pupils will have access to a holistic curriculum that supports the preparation for adulthood agenda including participation in their wider community. | The curriculum will reflect the six areas of learning with personalised targets set for all pupils based on their EHCP priorities. Pupils will engage in at least one activity within the community each term. |
| Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. | Pupils will use appropriate communication aids and strategies to support learning and promote their wishes and feelings. |
| Disadvantaged pupils will develop their application of basic skills in a real life context to support independence and personal development. | Pupil progress across the Independence hierarchy will be at least MQ, with some at UQ.  Pupils will demonstrate progress towards independence in a community setting once a term |
| Disadvantaged pupils feel better prepared for career/life opportunities through work/community experience and an appropriate careers/life skills programme. | All disadvantaged pupils are able to access high quality, work experience and careers support where appropriate. Those for which work is not suitable will access community activities in preparation for adulthood. |
| Disadvantaged pupils will have the opportunity to access activities that develop their cultural capital. | All disadvantaged pupils will attend a cultural event at least once a year. |
| Disadvantaged pupils will have the opportunity to access activities that support social interaction and inclusion with others. | All disadvantaged pupils will participate in activities both in and out of School which promote inclusion with others. |
| Staff will have the knowledge and understanding to deliver high quality teaching and learning and also support the social and emotional needs of pupils. | Staff will access CPD face to face and remotely. This support will be targeted and focussed on the skills staff need to develop. |

## 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: **£15,625**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff will be able to access CPD opportunities at a time convenient to them both face to face or remotely. | Staff are more likely to engage in CPD if it is able to be accessed at a time convenient to them – this may not necessarily be during the school day. Access to a wide range of CPD will help staff to support pupils learning and emotional needs. | 1,2,5 |
| Accessibility equipment will be purchased to support pupils reading and communication in lessons. | Pupils will be able to access devices and equipment to support their ability to communicate to staff and peers. This will support their academic achievement and increase their confidence. | 2,7 |
| CPD for staff to be able to develop the planning and delivery of the six areas of learning so that appropriate personalised challenges can be set for pupils across the year | Pupils need access to a holistic, broad and balanced curriculum that focuses on independence and preparation for adulthood. This will improve their outcomes and life chances.  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1,5 |

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

Budgeted cost: **£32,255**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Five pupils will attend weekly mentoring sessions at KRUNCH for a term.  Through Triage, individual may be identified to participate in 1:1 mentoring sessions with KRUNCH for more significant needs. | Pupil feedback from those that have attended KRUNCH in the past has been 100% positive. Mentoring provided by someone outside of the school organisation allows pupils to open up more in a safe environment. | 3,6 |
| Therapeutic music sessions for identified students to increase motivation, lower anxiety, improve communication and support cognitive development | Music Therapy is an established psychological clinical intervention, delivered by HCPC registered music therapists to help people whose lives have been affected by injury, illness or disability through supporting their psychological, emotional, cognitive, physical, communicative and social needs.  [British Association for Music Therapy :: What is Music Therapy? (bamt.org)](https://www.bamt.org/music-therapy/what-is-music-therapy) | 1,3 |
| Therapeutic creative sessions for identified students to support the management of their thoughts and emotions. | Creative therapy uses art forms — such as dance, drawing, or music — to help treat certain conditions and support people who have difficulty expressing their feelings verbally. It can:   * improve cognitive and sensorimotor functions * improve self-esteem and self-awareness * enhance social skills * build emotional strength * encourage insight into situations that are causing issues * resolve conflict or distress   [What are arts and creative therapies? | Mind, the mental health charity - help for mental health problems](https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/arts-and-creative-therapies/) | 1,3 |
| Art Therapy sessions to be run in school once an appropriate member of staff has been identified to become a practitioner. | Art therapy is a form of psychotherapy that uses art media as its primary mode of expression and communication. Within this context, art is not used as diagnostic tool but as a medium to address emotional issues which may be confusing and distressing.  [BAAT | About Art Therapy](https://www.baat.org/About-Art-Therapy) | 1,3 |
| Therapeutic sessions using animals as source of comfort and to improve health and well-being of pupils | Spending time with animals can improve social, emotional, or cognitive functioning in people with various emotional or physical difficulties and across age groups. Animal-assisted therapy can also be helpful for motivational purposes.  [Animal Assisted Therapy in Birmingham - Consultant Clinical Psychologist | Birmingham Remote | StrongerMinds](https://strongerminds.co.uk/animal-assisted-therapy-in-birmingham/) | 6 |

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

Budgeted cost: **£59,387**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training. | We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. | 3,6 |
| Programme working with parents and carers to develop effective home learning environments and increased self-expression. | The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: [Supporting children with special educational needs and disabilities | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/coronavirus-supporting-children-special-educational-needs-disabilities/) | 5 |
| Providing opportunities for pupils aged 12 and above to access independent travel training where appropriate | Independent Travel Training is likely to enhance pupils’ social and employment opportunities:  [Department for Education (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/575323/Home_to_school_travel_and_transport_guidance.pdf) | 1 |
| Specific ICT equipment to be purchased for pupils that require it to support their learning and improve their outcomes | Specific items will be purchased such as reading pens, communication aids which will support them to become more independent outside of school. As a result, pupils will feel confident to use alternative methods in the community to remove barriers to outcomes. | 7 |
| Develop use of Learning outside the classroom as an emotional and well-being resource | 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.  [Why LOtC? | Council for Learning Outside the Classroom](https://www.lotc.org.uk/what-where-why/why/) | 1,2,4 |
| Disadvantaged families will be supported to purchase uniform and attend residential (non-curriculum) trips. | Students who have the same equipment and opportunities as their peers have higher self esteem and attendance. | 7 |
| Disadvantaged pupils will be able to enhance cultural capital in each of the six areas of learning | Pupils will have the opportunity to engage in Area of Learning Specific activities to enhance their cultural capital experience each academic year. | 6, 7 |

**Total budgeted cost: £107,267**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| Our internal assessments during 2020/21 indicated that disadvantaged pupils academic outcomes were in line with their peers. The pandemic meant that a large majority of the time, learning was completed remotely. Due to the Government laptop initiative, we were able to ensure that all disadvantaged pupils had access to a laptop and dongle if required to access remote learning. This meant that the impact in academic outcomes was minimal.  In terms of social and emotional development, the pandemic has had a more significant and lasting impact. Whilst pupils ability to complete some life skills tasks has improved, their ability to manage and regulate emotions and wellbeing had shown a regression for many pupils. The long term impact of changed routines, time away from school and lack of opportunities to socialise and participate in their community has been considerable.  We attempted to mitigate the impact by providing a holistic remote learning package that not only focussed on academic outcomes but also wellbeing activities. However, it was challenging to provide differentiated support to our pupils online – especially if families were not able to support the facilitation of remote learning.  Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.  The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended due to the restrictions of the pandemic. |

## Externally provided programmes

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| Programme | Provider |
| Mentoring for social, emotional and mental health wellbeing | KRUNCH |
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