

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Westminster School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	34%
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	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Oliver Flowers, Headteacher
Pupil premium lead	Joanne Turner
Governor / Trustee lead	Pat Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,010
Recover Funding	£80,058
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	£161,658

Part A: Pupil premium strategy plan

Statement of intent

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.

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.

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 a positive 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. Travel training will be provided where appropriate so that this is not a barrier to accessing the community
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: **£81,000**

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)	1,5
Staff will have access to 'Maths for Life' resources – both physical and online to support the delivery of My Thinking across the school	The programme offers a differentiated approach to the maths curriculum that lays down solid foundations, is framed in practical understanding, and delivers the essential maths needed for life. It delivers a clear path, ability to review progress and measure attainment. https://www.mathsforlife.com/teacherschoolcollage	2
Recruitment of two additional members of staff – one HLTA and one Mentor to support Pastoral, emotional wellbeing and mental health of pupils and families	As the school has grown there is an increased need for Pastoral staff that can support our existing structures and processes in relation to pastoral issues, emotional and mental health wellbeing.	3,5

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

Budgeted cost: **£38,500**

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	1,3

	Therapy? (bamt.org)	
Roll out of Doodle Maths online to all classes – access to ipads and headphones to complete tasks	<p>With Doodle, teachers gain access to thousands of interactive exercises. They can search for any topic and set work for one or more pupils in just a few clicks, making it an ideal pre-teaching, consolidation or homework tool.</p> <p>Doodle also identifies each child’s learning gaps and lets staff instantly assign exercises in these areas, making it easy to provide 1-to-1 support where needed.</p> <p>https://doodlelearning.com/for-schools</p>	2
Therapeutic creative sessions for identified students to support the management of their thoughts and emotions.	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>What are arts and creative therapies? Mind, the mental health charity - help for mental health problems</p>	1,3
Art Therapy sessions to be run in school once an appropriate member of staff has been identified to become a practitioner.	<p>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.</p> <p>BAAT About Art Therapy</p>	1,3
Therapeutic sessions using animals as source of comfort and to improve health and well-being of pupils	<p>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.</p> <p>Animal Assisted Therapy in Birmingham - Consultant Clinical Psychologist Birmingham Remote StrongerMinds</p>	6

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

Budgeted cost: **£42,158**

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	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)	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	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: £161,658

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 2021 to 2022 academic year.

This academic year has seen a return to something close to normality in terms of our provision. This has meant that face to face therapy sessions have resumed both inside and outside of school. Fifteen pupils have been able to access group therapy at KRUNCH over the past academic year with 4 accessing 1:1 mentoring sessions at the centre for specific reasons. Pupil feedback from these sessions is always positive and there has been improvements in engagement and wellbeing of those pupils that have participated in KRUNCH sessions.

17 parents accessed financial support to purchase uniform through ACE Embroidery. With the current financial situation, we will be continuing to provide this as an option to parents for the foreseeable future.

Music Therapy and Creative Therapy sessions have continued successfully with identified pupils attending 1:1 or group sessions each week for approximately a 12 week period. A dedicated Therapies room has now been set up to provide a stable environment to conduct therapy sessions in.

Sensory equipment has been refreshed where needed – this will be an ongoing cost due to the consumable nature of some of the items.

A number of students have been supported to access independent travel training and are now travelling to school on public transport.

Areas of Learning have used Pupil Premium money to enhance cultural capital experience of pupils within the school. This has included a day visit to London to see Superbloom at the Tower of London and engage in IT based sessions at Gamebox, visits to the Theatre with some parents being able to attend, Lego and puzzle experience days, Vocational Enterprise Day, Reading for pleasure books, access to leisure facilities such as Bowlplex. As it is becoming easier to travel now, we will be looking to enhance experiences for pupils outside of the immediate locality.

Externally provided programmes

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