

# 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	275
Proportion (%) of pupil premium eligible pupils	52% (increase of 9%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Oliver Flowers, Headteacher
Pupil premium lead	Joanne Flowers
Governor / Trustee lead	Pat Evans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£66,391
Recovery Funding	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,031

# 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
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, wellbeing 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. This will support both academic and social development.	Pupils will use appropriate communication aids and strategies to support learning and promote their wishes and feelings. School will demonstrate that we are a Total Communication environment.

Pupils will have access to regular reading opportunities to include phonics both at school and at home.	All pupils will access phonics session four times a week and have the opportunity to access reading for pleasure books. This will expand to providing books in the home.
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.
Pupils attendance will be closely monitored to ensure that they are accessing a full and enriching curriculum to support their academic and personal development	The gap in relation to attendance will close.
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.
A pastoral team will have the skills to support both staff and pupils to manage pupils with social, emotional and mental health difficulties.	There will be a Strong pastoral team to manage a range of pastoral issues across the school.

## 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: **£33,830**

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
Sensory equipment will be purchased to support pupils engagement in lessons so that they can meet their academic potential.	Pupils will be able to access devices and equipment to support their ability to regulate within the classroom environment. This will mean that they can continue to engage in their learning within the class environment rather than being taken out of	7

	the class to regulate.	
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. <a href="https://www.mathsforlife.com/teacherschoolcollege">https://www.mathsforlife.com/teacherschoolcollege</a>	2
Staff will have access to Twinkl Phonics online so that phonics can be consistently delivered across four mornings each week.	The Twinkl phonics programme is an approved delivery partner for phonics. All staff delivering phonics will have access to the ultimate subscription so that 4 x 20min sessions can be delivered each week. As a result, pupils will make progress in reading skills.	2
Speech and Language HLTA available to support staff development and ensure that SALT programmes are being implemented across the school.	As the school has grown there is an increased need for staff with expertise in Speech and Language. The primary need of a large majority of our pupils is Speech, Language and Communication Needs. A dedicated HLTA will be able to support the deployment of SALT interventions and delivery of phonics across the school	1,2

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

Budgeted cost: **£78,250**

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

<p>Two Mentors will be available to support pupils in school based on Triage referrals. This will support both academic and social, emotional and mental Health development.</p>	<p>As the school has grown there is an increased need for staff with expertise in dealing with pupils with social, emotional and mental health issues which are impacting on their attendance, learning and academic progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>3,5,7</p>
<p>Therapeutic music sessions for identified students to increase motivation, lower anxiety, improve communication and support cognitive development</p>	<p>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.</p> <p><a href="http://www.bamt.org">British Association for Music Therapy :: What is Music Therapy? (bamt.org)</a></p>	<p>1,3</p>
<p>Therapeutic creative sessions for identified students to support the management of their thoughts and emotions.</p>	<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"> <li>• improve cognitive and sensorimotor functions</li> <li>• improve self-esteem and self-awareness</li> <li>• enhance social skills</li> <li>• build emotional strength</li> <li>• encourage insight into situations that are causing issues</li> <li>• resolve conflict or distress</li> </ul> <p><a href="https://www.mind.org.uk/information-support/what-are-arts-and-creative-therapies/">What are arts and creative therapies?   Mind, the mental health charity - help for mental health problems</a></p>	<p>1,3</p>
<p>Therapeutic sessions using animals as source of comfort and to improve health and well-being of pupils (Hugglepets)</p>	<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><a href="https://www.strongerminds.com/animal-assisted-therapy-in-birmingham/">Animal Assisted Therapy in Birmingham - Consultant Clinical Psychologist   Birmingham Remote   StrongerMinds</a></p>	<p>6</p>

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

Budgeted cost: **£51,951**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged families will be supported to purchase uniform and other goods and attend residential (non-curriculum) trips.	Students who have the same equipment and opportunities as their peers to enable them to have higher self esteem and thus improve 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
The Wellbeing, engagement and support Team will be expanded to support the increase in pupil numbers across the school.	The team will support wellbeing and engagement of pupils across the school including mentoring sessions, therapy sessions, supporting KRUNCH, supporting the Attendance officer and supporting the engagement of families. Mentoring space will be developed to provide safe spaces for pupils to talk and to reflect or complete restorative practices.	1,3,5,6
Pupils to access therapeutic CBT based counselling sessions to support mental health and wellbeing through Murray Hall	Up to five sessions a week will be offered in school to pupils that require mental health or wellbeing support. There will also be an opportunity for one off sessions to be run in response to events of the week where appropriate.	3,5,6
Development of sensory based support for pupils, staff and families.	The sensory needs of pupils will be met through diagnostic assessment and reports. Families and staff will be supported to implement the advice and guidance.	7
Purchase of reading resources that pupils can access at home with their families.	Use of the Letterbox club to support pupils to engage in reading for pleasure at home.	2

**Total budgeted cost: £164,031**

## 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 2023 to 2024 academic year.

Face to face therapy sessions have continued both inside and outside of school. Ten pupils have been able to access group therapy at KRUNCH over the past academic year at the centre. At Easter, we decided to adapt this provision and ask KRUNCH to come into school for a day a week to provide five 1:1 sessions for the duration of the Summer term. This meant we were able to target specific pupils, minimise the amount of learning time missed and also significantly reduce transport costs. We have found that these sessions have been more effective as they are tailored to specific needs. Pupil feedback from these sessions is always positive and there have been improvements in engagement and wellbeing of pupils that have participated in KRUNCH sessions.

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. The dedicated Therapies room provides a stable environment to conduct therapy sessions in. For the 2024-25 academic year, we have increased the number of therapy rooms available to use to meet the increase in demand for session to be run throughout the week. This year, four pupils have accessed Music Therapy (the Therapist has been on maternity leave for part of the year and we had to await a replacement to cover), six pupils have accessed Creative Therapy and twenty-eight pupils have attended Hugglepets. Ten pupils have accessed KRUNCH group sessions and five have accessed bespoke 1:1 sessions with KRUNCH. Twenty-five pupils have accessed our in school mentor and eleven pupils have accessed Therapeutic support from our school counsellor. Murray Hall have provided CBT sessions for fourteen pupils across the year on school site on a regular basis and have also provided a number of one off sessions for pupils who may have experienced low level crisis during the week.

Fifty-six parents accessed financial support to purchase uniform through ACE Embroidery. This is a 25% increase on the uptake from last year. With the current financial situation, we will be continuing to provide this as an option to parents for the foreseeable future.

Sensory equipment continues to be refreshed where needed – this will be an ongoing cost due to the consumable nature of some of the items. This has included the purchase of new equipment for specific classes based on OT reports that have been completed.

Four 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 visits to the Theatre with some parents being



able to attend, visiting creative artists, puzzle companies, visiting authors, sports based activities, and a large number of local area community visits to name but a few.

In total, forty pupils made significant progress in their phonics group and moved to a higher level group during the course of the year.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Animal therapy sessions	Hugglepets (offsite)
Mentoring for social, emotional and mental health wellbeing	KRUNCH (offsite and onsite)
CBT sessions to support mental health and wellbeing	Murray Hall (onsite)
Sensory diets and reports	Links Therapy (onsite)
Music Therapy	Music Therapy Works (onsite)
Creative Therapy	Inner Mind (onsite)