

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

Detail	Data
School name	Westfield School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nicki Gilbert
Pupil premium lead	Emma Norman
Governor / Trustee lead	Ceri Hibbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,700.00
Recovery premium funding allocation this academic year	£4,500.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£27,200.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use our pupil premium funding to maintain positive outcomes for our disadvantaged pupils in all areas of school life. Observations and end of year data demonstrate that although social economic disadvantage is not always the primary challenge for our pupils we do see a variance in outcomes and key themes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Social, Emotional and Mental Health challenges (SEMH).
- Academic attainment (specifically in Speaking and Listening and PSHE currently)
- Social communication
- Social opportunities
- Access to basic necessities including support from other services and practical resources.

At the heart of our approach is quality first teaching focussed on all areas, underpinned by a PSHE and life skills focus and through collaborative working with the multi-agency team of therapists, psychologists and all school staff to support pupils to thrive. We have a shared focus on targeted academic support and wider strategies, whilst extending our current strengths in these areas, such as support and training based on our pupils' individual needs.

Our strategy is focused on additional support for disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance for further and higher education is available to pupils and families.

Our strategy will be driven by the needs and strengths of each young person, based not only academic ability and progress data, also teacher/ support staff observations, class teams, parental and pupil voice has been heavily considered along with specialists' views.

Challenges

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

Challenge number	Detail of challenge
1	Disrupted learning opportunities, routines and consistency resulting from the pandemic between March 2020 – April 2022.
2	Social and emotional development (SEMH) resulting from the pandemic, and opportunities for engagement in the wider community were removed.
3	Communication – pupils who are non-verbal, use assisted technology/ communication books, BSL, or have social communication difficulties
4	Challenging behaviour, leading to behaviour incidents in school, creating a barrier to education and learning, resulting in delayed personal progress.

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
All pupils in receipt of pupil premium will be performing at the same level of their class peers.	All pupil premium children to be achieving at least “expected progress” in English and Maths evidenced through our school monitoring procedures.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Pupils’ language skills will be monitored across the year in Speaking and Listening data as well as through their ECHP targets in “Communication and Interaction” which are reviewed and reported annually in Annual Reviews.
Develop and enhance pupils’ communication strategies through a relationship-based approach supporting pupils with trauma background and supporting emotional literacy.	Reviewed by observations, staff meetings and feedback from staff, pupils and other professionals.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. A variety of opportunities will be available to our vulnerable cohort including visits into the community and to future potential colleges for Key Stage 4 & 5 pupils. This will be evaluated through discussions and feedback from pupils and their families.

<p>Targeted support will allow disadvantaged pupils to develop their communication and self-esteem and emotional understanding through:</p> <ul style="list-style-type: none"> • Music Therapy • Play Therapy • Cognitive Education Therapy • Pastoral Support Sessions • Intensive Interaction 	<p>The impact of this will be reviewed regularly through class teachers' discussions with therapists.</p>
<p>Pupils will have their emotional and mental health needs understood and met within the school as far as possible. Families will be supported and signposted where needed.</p>	<p>Staff will feel competent and confident in meeting the needs of their pupils, each other and themselves.</p>

Activity in this academic year: 2021-22

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: £1,615.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive Interaction – Staff CPD	An approach that is designed to help people at early levels of development, people who have severe, profound or complex learning difficulties. Intensive Interaction works on early interaction abilities – how to enjoy being with other people – to relate, interact, know, understand and practice communication routines.	1, 3 & 4

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

Budgeted cost: £19,904.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources for hydro therapy	Purchase and allocation of individual equipment allowed for pupils to safely return to hydrotherapy	1 & 2
Riding for the Disabled (RDA)	Therapeutic and health benefits of bringing people and horses together. The activities are recommended by Physiotherapists and Occupational Therapists. RDA is a form of physical exercise, and has positive, long-term impact on confidence levels, relationship building, communication skills, enjoyment and physical ability. Regular riding improves core strength, balance and coordination, the groups boost wellbeing and happiness.	1, 2 & 3
Friendship Groups – Pastoral Support	Provides opportunities to learn and practice social skills with adults and peers in a semi-structured environment.	1, 2, 3 & 4

	<p>A variety of age appropriate focused topics including:</p> <ul style="list-style-type: none"> • understanding myself including knowing and utilising personal strengths. • building confidence and self-esteem. • understanding and developing skills in various relationships, including family, friendships and romantic relationships. • understanding and coping with own and others emotions. <p>These sessions build confidence and skills in social communication, including understanding body language. We adopt a total communication environment to enable all students to join in conversations and build social communication skills.</p> <p>Resources used include Talkabout, Theraplay, Passport, social emotional games, mindfulness and Positive Psychology methodologies.</p>	
Play Therapy	<p>Using play means that the child can explore their thoughts and feelings in creative and dynamic ways, without having to use words to articulate themselves.</p> <p>In Play Therapy sessions, children explore their own creativity and express themselves using media such as: drawing and painting, water and clay, sand tray and miniatures, guided imagery and relaxation techniques, drama and puppetry, poetry, movement and music.</p> <p>Talking about problems can be hard for children. A child may not have the words to describe how they are feeling, or why they are behaving as they do. A child may not be able to recognise what they find difficult, or explain it to someone if asked. Play Therapy provides the expertise and time to do this through play.</p> <p>Play Therapy sessions aim to build a child's ability to develop healthy and resilient relationships, and to work through traumatic experiences which may be preoccupying them. Pre-occupying difficult feeling can make learning at school or managing feelings impossible. Addressing difficult emotions through play provides a layer of story or metaphor to what is being shared and felt. Metaphor can provide a degree of removal from experience for the child. It can feel safer and less intense for a child to express</p>	2, 3 & 4

	themselves or explore their experiences through play.	
Pastoral Support Sessions – 1 to 1	<p>Low level intensity therapeutic support for a variety of emotional difficulties including grief, anxiety, low confidence or mood, emotional regulation, and social relationship/empathy difficulties.</p> <p>They can be short or long term, with the aim of the student learning to cope and find their own appropriate solutions in the future.</p> <p>Uses a variety of therapeutic interventions including mindfulness, positive psychology, therapeutic play work, storytelling, sensory regulation and partnership for children programmes.</p>	2, 3 & 4
Theraplay	<p>Theraplay interactions focus on four essential qualities found in healthy parent-child relationships:</p> <ul style="list-style-type: none"> • Structure: The adult, the leader in the relationship, creates organisation and predictability for the child which communicates safety. • Nurture: The adult provides caring that can calm and soothe the child in a manner that makes them feel good physically and emotionally. • Engagement: The adult is present in a manner that the child experiences being seen, heard, felt, and accepted. • Challenge: The adult supports the child in the acquisition and mastery of new skills, enhancing the child's sense of competence and confidence. 	2, 3 & 4

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

Budgeted cost: £5,679.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy	Music therapy is a therapeutic approach that uses the naturally mood-lifting properties of music to help people improve their mental health, overall well-being and provides a way to communicate.	1, 2, 3 & 4
Hoist for classroom	Installation of a hoist within the classroom significantly reduces the time pupils are away from class, maximising learning opportunities.	1

Community visits	Pupils are provided with the experience to transfer their classroom learning into real life situations, creating confidence and independence for adulthood.	2 & 3
Physical resources – scooter, goggles etc.	Inclusivity, meeting the needs of our pupils to enable them to join in with whole class physical activities safely, promoting health wellbeing.	1

Total budgeted cost: £27,200.00

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.

Our assessments during 2020/21 indicated that disadvantaged pupils' progress was slightly behind their peers in the end of year data for PSHE and for Speaking and Listening. Therefore, these are two main areas of focus for this year's spending.

Reflections on the impact of the pandemic show the greatest negative impact on our disadvantaged pupils was limiting opportunities to progress social and communication skills and independence. Our assessments and observations suggested that for many pupils, being intermittently away from 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 will therefore use pupil premium funding to help provide wellbeing support and targeted interventions where required. This will involve focused pastoral and mental health lead input. Creation of social and communication groups across lower school, and reinstating assemblies, for whole school and mixed class groups.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country as they were less able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended, despite adaptations.

The school development plan identifies the impact of the pandemic and priority area to focus on communication skills and independence.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Cognitive Education	Megan Baker House
Play Therapy	Herefordshire Play Therapy
Thrive	Westfield School – Trained Teaching Assistant to deliver

Music Therapy	Anne-Marie Summers
Intensive Interaction	Intensive Interaction
Theraplay	Westfield School – Trained Pastoral Lead to deliver

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We spent the Service pupil premium funding on accessing pastoral support sessions, Friendship Group, and music therapy for eligible pupils.
What was the impact of that spending on service pupil premium eligible pupils?	<p>The pupils are confident in communicating with peers and adults during these times and have started to transfer their confidence in communicating with peers at social times of the day through role play activities.</p> <p>In music, the pupils are independent getting themselves ready for the lesson with their ukulele's and can follow simple verbal instructions to play the correct notes on the ukulele. They are able to place their fingers on the strings and strum notes independently.</p>

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.