

Warmley Park Pupil premium strategy statement 2022-23

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	Warmley Park School and College
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	25.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 to July 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Lisa Parker Headteacher
Pupil premium lead	Lisa Parker
Governor / Trustee lead	Daniel Wood

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£49,195
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£61,375

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to support high levels of engagement in learning through positive and meaningful connections. This builds on our plan from last year which was underpinned with the line “If you fall I will catch you”, a reference to post pandemic recovery. Our thinking behind this was to ensure that pupils understood that they could re-establish relationships and routines, and have the confidence to move forward with their learning, safe in the knowledge that we would be there for them- we all have strengths and we all have insecurities.

This year we have been inspired by the quote “Every child deserves a champion – an adult who will never give up on them, who understands the power of connections and insists that they become the best that they can possibly be” by Rita Pierson. For us the emphasis is the power of connection, that connections build relationships which promote engagement in learning. This is implemented through our curriculum models-

- Pre-formal curriculum- EHCP outcomes driven, focused on interventions that meet primary needs and enable a solid base for future learning
- Semi-formal curriculum- behaviour for learning driven with a focus on engagement and interaction, self regulation progressing to self organisation, and the building of resilience
- Formal curriculum- subject specific learning.

Pupils are not assigned one specific curriculum as the balance will be determined by their individual needs. The cornerstones of each curriculum pathway are communication and personal development which remain constant priorities for all pupils at WPSC.

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.

As well as identifying pupils who are eligible for the Pupil Premium Grant we recognize that other diagnostic tools can be used effectively and have analysed data from the Strengths and Difficulties Questionnaire (completed July 2022), and an analysis of ACEs. This has led us to a group of pupils who we believe would benefit from interventions to support them. Examples include those pupils who scored highly

in the hyperactivity assessment of the SDQ. This has led us to the hypothesis that they addressing this will support their readiness to learn. It should be noted that for some pupils their need is short term, such as managing transitions be whilst others have a more persistent need, for example, as a result of inadequate housing.

There are

- 39 pupils who are eligible for PPG
- 32 pupils who have identified 3 or more ACES and who are eligible for PPG
- 43 pupils who have identified 3 or more ACES but are not eligible for PPG
- 26 pupils who are identified as scoring highly in one or more areas of SDQ and who are eligible for PPG
- 58 pupils who are identified as scoring highly in one or more areas of SDQ but are not eligible for PPG
- 23 pupils who have 3 or more ACES and score highly in one or more areas of SDQ and who are eligible for PPG
- 31 pupils who have 3 or more ACES and score highly in one or more areas of SDQ but are not eligible for PPG
- 27 pupils who do not feature in any of the 3 special groups- due to individual circumstances there may be a rationale for these pupils to receive specific intervention outside the remit of this report.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of SDQ outcomes identifies pupils who score are outside of the typical range in the following areas <ul style="list-style-type: none"> • High conduct (behaviour)

	<ul style="list-style-type: none"> • High emotional • High hyperactive • High peer • Low pro-social <p>We are mindful that this assessment does not identify pupils who are good at coping, for example, those who have experienced a significant bereavement, therefore the data is used in conjunction with other measures of wellbeing and engagement.</p>
2	<p>In 2021-22 there were several behavioural incidents. This has been analysed and the evaluation has identified Disruption to previous school attendance as a result of COVID</p> <p>Need to meet the behaviour for learning/ readiness to learning needs for some pupils before attempting more formalised learning. Action research has identified that a semi-formal curriculum is a better match of teaching and learning to the needs of these pupils.</p>
3	<p>Our knowledge, assessments and observations identify pupils who have 3 or more identified Adverse Childhood Experiences as potentially being at risk or disadvantaged because of these experiences and the disruption that it could have caused. We feel that this is a group that benefit from interventions which if not put in place could be barriers to engagement, learning, and wellbeing.</p>
4	<p>We believe that reading and developing a love of reading is essential for all pupils. This includes functional reading, reading for pleasure, the development of listening skills, imagination, phonic and word awareness, and communication to promote independence and keep safe. Every pupil at WPSC is assessed for their reading skills. From this and from other information such as the hyperactivity score on the SDQ we can implement planned interventions where this is appropriate to supplement the in class teaching of phonics and reading.</p>

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
<p>Individual pupil progress for the targets they are set against the challenges- coproduction with parents and professionals will ensure that targets are challenging and ambitious.</p> <p>This will be monitored by staff and quality assured by external partners</p>	<p>Running records demonstrate progress over time to be in line with expected achievement</p> <p>Mid year review will determine the progress and whether target setting needs to be updated.</p> <p>More than 80% of pupils across the school make expected or more progress against individual targets for Social, Emotional, and Mental Health targets, and Communication and Interaction targets.</p>
<p>Pupils demonstrate resilience and generalisation in the skill focus that they are working on if they are in the 20% not making expected or more progress.</p>	<p>Running records identify small step progress towards target.</p>
<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Through achievement of EHCP targets progress will be demonstrated with no significant variation (less than 10%) between disadvantaged and non disadvantaged pupils.</p>
<p>Reduction in whole school behaviour incidents</p>	<p>Positive Behaviour Lead will have made impact in increasing engagement in learning and reducing incident by 20% compared to 2021-22.</p>

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: **£22,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of a Positive Behaviour Support Teaching and Learning Responsibility- 50% £22,800</p> <p>This will be a strategic role with a view to reducing behaviour incidents and improving learning.</p>	<p>Our own research has demonstrated that if we put in a targeted intervention we can make a difference.</p> <p>The cost of this senior leader post for 0.5 will be supported to increase it to a full time post through the main school budget.</p> <p>We have decided to use an experienced, positive behaviour trained member of staff who is on the SLT and therefore able to provide strategic direction for this work. That is, they will be observing, and working with staff to build their capacity, engaging with external professionals, and directing the work of an HLTA who will be delivering direct interventions.</p>	1

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

Budgeted cost: **£28,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School for Primary pupils £8,060 for 2 sessions per week for EYFS pupils who are identified for targeted support</p>	<p>Promoting positive learning habits for pupils at a young age which will give them a strong foundation in learning behaviours</p> <p>https://forestschoolassociation.org/what-is-forest-school/</p> <p>Forest School Association states <i>Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play,</i></p>	1,2,3

£13,680 for 2 days per week for key stage 1 and 2 pupils who are identified for targeted support.	<i>exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</i>	
2 day per week Teaching Assistant for Creative interventions £9,484	Evidence clay tray therapy We trialled this last year for one day per week and the outcomes for engagement and interaction were extremely positive https://www.sensorimotorarttherapy.com/blog/2019/5/9/clay-field-therapy-work-at-the-clay-field	1,2,3

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

Budgeted cost: **£4,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of the Citizenship Skills Award with resources £1,500	We decided to develop our own scheme to support citizenship skills based on other existing schemes but personalised to Warmley Park https://www.teachingcave.com/displays/ks2-2/six-thinking-hats/	3
Play dens and resources £5,850	Better engagement over break times with a reading focus https://senmagazine.co.uk/content/specific-needs/literacy/15860/make-reading-a-habit-for-children-with-sen/	4

Total budgeted cost: £61,375

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.

This year's pupil premium strategy builds on the research that took place last year, particularly around the semi-formal curriculum.

We piloted a number of initiatives to address 2 areas

1. Post covid engagement interventions which are linked to supporting self regulatory behaviour.
2. Boosting wellbeing skills to promote confidence and engagement in learning.

Last year 78% of pupils who were eligible for PPG also scored highly for Strengths and Difficulties Questionnaire. This year 66% of pupils who were eligible for PPG also scored highly with SDQ. This supports the hypothesis that interventions which support self regulation have a positive impact. Reports from parents indicated a positive impact-

Pupil able to join family on bike rides after learning to ride a 2 wheeled bike

3 pupils who were in classes set up for high structure/ low arousal now have the skills to be able to self regulate in a more socially interactive class setting

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Weekly HLTA input to support communication needs
What was the impact of that spending on service pupil premium eligible pupils?	Improvement in generalisation of communication skills as evidenced on Seesaw.

