

Pupil premium strategy statement – Westhaven School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023- 2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	March 2024
Statement authorised by	
Pupil premium lead	Collette Miyagawa Susan Cantello
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88 660.00 Adjustment added £2070
Pupil Premium CLA	£1368.00 £1500.00
Pupil premium (and recovery premium*) funding carried forward from previous years <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£23 711
Pupil Premium Budget Total	£117 309
Recovery premium funding allocation this academic year	£82 602.00
Recovery premium CLA	£2282.00

Total budget for this academic year including Recovery Premium	£202 193.00
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Part A: Pupil premium strategy plan

Statement of intent

The most important factor in predicting a child's future academic attainment is prior attainments. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's' outcomes: ill health, family stress, low levels of parental education and parental involvement in their children's' education, low levels of cultural and social capital and low aspirations. As a result there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability. Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.

All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme. Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement. In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

The aim of pupil premium funding at Westhaven is to provide learning and social opportunities to our students who attract the pupil premium to allow them along with all our students to achieve their potential and be able to access future education and employment opportunities and the ability to live as independently as they are able in adulthood.

Currently a whole school programme to support synthetic phonics and reading fluency has been successfully introduced which benefits all our students but in particular our PP students who are more likely to have poorer reading and reading comprehension skills.

There is a focus on emotional literacy and wellbeing that will maximise learning , progress and achievement. This is provided through our PSHE programme as well as specialist interventions on a 1:1 basis and in small groups as well as additional support available when necessary through our student and family support team.

Children from disadvantaged backgrounds, as well as those with additional needs, very often struggle with Speech and Language needs and a percentage of this is supported by the PP.

Challenges

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

Challenge number	Detail of challenge
1	All the children who attract the pupil premium also have an EHCP and diagnosis of additional needs which significantly impact on their learning and communication skills.
2	Our assessments, observations and discussions with pupils show that they frequently have significantly more challenges around speech, language and communication than their peers.
3	Our assessments, observations and discussions with pupils have shown us that disadvantaged pupils have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and discussions with pupils show us that disadvantaged pupils have significantly more trauma and emotional difficulties in their daily lives and need high levels of support to allow them to access an academic and social and emotional curriculum.
5	Our assessment, observations and discussions with pupils show that disadvantaged students frequently have poorer phonics knowledge leading to poorer outcomes in reading than for their peers.
6	Assessment, observations and behaviour data shows that learners who are disadvantaged need further behaviour support and struggle with social understanding and maintaining relationships.

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
Improved attainment for disadvantaged pupils in all subjects, notably core subjects, relative to their starting points through baseline assessments	Through monitoring progress in the Westhaven learning ladder points in comparison to their peers of a similar age and set of needs.
Improved language comprehension for disadvantaged pupils so that they can increase their reading fluency and achieve a functional level of reading at the minimum.	Twice yearly reading tests will show improved reading comprehension. Improvement in phonics levels will echo this improvement.

Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHCP targets.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through discussion with pupils and their families and in particular at the EHCP annual review meeting.
Disadvantaged pupils feel better prepared for career progression and / or the opportunities through mentoring, work experience and opportunity.	Pupils will speak confidently about their aspirations for the future and specifically about their future plans for employment and further education on leaving Westhaven.
Learners are better supported to overcome their emotional difficulties and regulate their emotions and behaviour.	The BASE (Behaviour, Attention and Self Regulation, Self-perception Emotional Challenges) data increases for learners with PP funding.

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: Nil

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 109 666. 35

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
45 % of Learning mentors /	Supporting the wellbeing of our learners allows them to be in lessons and engaged more of the time.	4, 6	33 824 . 25

student support x 2			
45 % Intervention teachers x 2	Learners do better when specific social and behavioural challenges (linked to additional needs) are supported allowing them to access more of their lessons and be engaged in learning.	1, 4, 6	24 105.60
45 % Art therapist	Learners who have experienced trauma are able to manage this better and this allows them to remain regulated and able to access learning better.	4	3299.40
45% Music Therapist	Learners who have experienced trauma (and those who are emotionally immature due to previous trauma or additional needs) benefit from targeted intervention with a play therapist to allow them to express their individual needs. This allows them to experience greater well being and therefore better learning outcomes.	4	3299.40
45 % Play therapist	Learners who have experienced trauma (and those who are emotionally immature due to previous trauma or additional needs) benefit from targeted intervention with a play therapist to allow them to express their individual needs. This allows them to experience greater well being and therefore better learning outcomes.	4	3504.60
45% of full time behaviour support mentor x 1	Supporting learners to regulate and return to lessons as well as to develop long term strategies to regulate and therefore need less help supports their emotional growth and their personal attainment as well as their ability to access learning.	6	25 888.05
45 % of a Speech and Language Therapist time (external) and a part time speech and language	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk)	2	Sirona - 9569.25 Specialist TA - 9475.20

therapy assistant.	This is endorsed by the Royal College of Speech and Language Therapists.		
WV 45%	Supporting learners to regulate and return to lessons as well as to develop long term strategies to regulate and therefore need less help supports their emotional growth and their personal attainment as well as their ability to access learning.		12800

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

Budgeted cost: From recovery premium:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
45% of full time behaviour support mentor x 1	Supporting learners to regulate and return to lessons as well as to develop long term strategies to regulate and therefore need less help supports their emotional growth and their personal attainment as well as their ability to access learning.	1, 6	18 522
Elmtree Learning Partnership	Provision for learners who need provision different to that available at Westhaven	1	24 6052
JHF Mentoring and Tutoring (Offsite provision)	Mentoring Provision for learners who are facing extreme anxiety to attend school.	1,3,6	7800
School trips and experiences.	Students with a higher level of cultural capital have better outcomes in future education and employment	3	TBC
Banwell Equestrian	Learner re-engagement is more beneficial in 1-1 provision and in an environment and using activities which are of interest to the learner.	4	8100
TLC live learning tuition	Supporting exam preparation of Science and Maths	1	30861

Total budgeted cost: £88 708. 85

Total remainder: £20 957.50

Areas for development and later addition to this document, once confirmed:

Percentage of salaries of teachers engaged in further online learning and intervention at school.

Possible academic programmes to support KS3 and KS4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the **previous academic year**.

Programme	Provider
NA	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
NA
The impact of that spending on service pupil premium eligible pupils
NA

