# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| Detail | Data |
| School name | Wolverdene |
| Number of pupils in school | 57 |
| Proportion (%) of pupil premium eligible pupils | 67% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021- 2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Nathalie Akhmatova  Head teacher |
| Pupil premium lead | Sarah Eaton  SBM |
| Governor / Trustee lead | Resources Committee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £65640 |
| Recovery premium funding allocation this academic year | £ 4263 |
| 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 | £1,634 414 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Aims and objectives:**  Wolverdene school aims to use pupil premium funding to help us address many of the additional and different complex challenges our disadvantaged pupils face, so that positive outcomes are improved. All of the Wolverdene have EHCPs detailing SEMH (Social, Emotional and Mental Health) challenges as a primary area of need.  Socio-economic disadvantage is one aspect that many of our disadvantaged pupils face, however this is not always the primary challenge, but rather forms part of a complex picture of need. We see variance in outcomes for disadvantaged pupils compared to peers in terms of:   * Academic attainment * Progression to further and higher education * Employability * Social opportunities   Our objective is based on a therapeutic offer to disadvantaged children; this includes high quality personal, social and emotional education. Although the strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in the school where funding is spent on whole-school approaches.  **Key Principles:**   * That our pupils deserve high-quality teaching, focused on understanding and meeting their complex needs * That the high expectations of all staff working within Wolverdene ensure the best possible outcomes for pupils * That Wolverdene is a safe, nurturing, and happy place, where learning is valued and celebrated. * That Wolverdene offers a flexible, creative, accessible, and inspiring curriculum that is designed to engage learners, who find engaging with learning more challenging.   **Principles into Practice:**   * Highly trained specialist staff * A wide range of additional interventions * Small classes with high staff ratio * Access to specialist equipment and spaces * Weekly Enrichment activities |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Disadvantaged pupils within Wolverdene show poor resilience as learners. They experience extreme emotional discomfort through the process of learning in which mistakes, or incorrect responses are an important part. Many pupils cannot stand errors and prefer instead to avoid tasks in the first place rather than attempt tasks and allow themselves to have a go. This is evident through their experiences of transferring into Wolverdene, whereby they perceive themselves to have ‘failed’ in mainstream schooling. These challenges are detailed within each and every EHCP for pupils at Wolverdene. |
| 2 | Pupils within Wolverdene have difficulties understanding aspects of social interaction; this may be due to ASC (Autistic Spectrum Conditions) or other factors that mean that reading social situations, and picking up on social cues can be misinterpreted, leading to fight or flight responses. This is evident in our comprehensive behaviour data. |
| 3 | Many of the disadvantaged pupils have complex speech, language and communication needs. Our assessments and observations show that these pupils generally have greater challenges around communicating and expressing their needs, as well as understanding the communication attempts of others. |
| 4 | Within Wolverdene one obvious disadvantage is how Adverse Childhood Experiences impact on learning and behaviour. Our observations and assessments demonstrate that these disadvantaged pupils require additional support to regulate and process their complex emotions. |
| 5 | There are some pupils at Wolverdene who present with aspects of emotionally based school avoidance (EBSA). These difficulties impact on education experiences and disadvantage learners. |
| 6 | Wolverdene has a high percentage of pupils (20%) who are in care, post-adoptive, or looked after by other family members in a special guardianship arrangement. These are disadvantaged pupils by way of their difficult early starts in life. |
| 7 | Many of the disadvantaged pupils within Wolverdene have complex sensory needs and require bespoke sensory ‘diets’ in order to maintain focus and engage with learning. This places them at a disadvantage as they are frequently trying to manage and regulate arousal levels, compared to other children. |
| 8 | The majority of the disadvantaged children at Wolverdene have aspects of hyper-kinetic difficulties and impulse control. These can be related to ADHD, and place the pupils at a disadvantage as they ability to maintain focus can be compromised and means that engaging with learning can be harder for these pupil. |
| 9. | Through observations and conversations with pupils and their families, we find that the disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. |
| 10. | Our assessments, observations and discussions with pupils and families demonstrate that the education, well-being 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. These findings are backed up by several national studies. |

## 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.

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| Intended outcome | Success criteria |
| To develop the speech, language and communication skills of pupil premium students | All pupil premium students will have been assessed by SALT and bespoke targets created and worked on |
| Improved emotional regulation | Students will be able to avert crisis situations, or allow adults to support in co-regulation. Crisis situations will de-escalate more quickly, be less intense and have a shorter duration. |
| Improved access to activities that promote cultural capital | Students will have experienced an enriching curriculum, that allows a wide range of interests to be explored |
| Attendance improves through the use of Family Support Workers | Pupil premium children will have the same % attendance in school as non-pupil premium children. |
| To develop resilience in learning in order to prepare for the next stage of their education | 100% pupils will make progress from their starting points in all subject areas. |

## 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: £ 6500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To develop curriculum offer by training staff in Forest schools | Good outcomes for engagement with learning had already been established with an external provider and this year we have trained 3 staff to deliver this intervention more regularly. | 1,5 8, 9 & 10 |
| To improve professional standards within classes through in-house and externally provided training | Good classroom practice devolved by the teacher to HLTA and TAs within the school is vital to high levels of learner engagement and improved outcomes for learners | 1,2 3,6,7,8,10 |
| To pilot the use Zones of Regulation within school | Understanding the role adults play in co-regulating pupils in crisis is central to our work, and supporting pupils to describe feelings and strategies they can employ when overwhelmed | 1,2,3,4,5,6,7,8,10 |
| To improve understanding of Nurture approaches within the school through training | Nurture approaches underpin our pupils’ ability to engage with learning. Increasing capacity amongst the staff team will support embedding this approach | 1,2,3,4,5,6,7,8,10 |
| To increase the number of staff who have received developmental trauma training and understanding about ACEs | Improved understanding from staff about ACEs and developmental trauma to explain some behaviour, and consider ways forward to support those children affected by ACEs and developmental trauma. | 1,2,3,4,5,6,7,8,10 |

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

Budgeted cost: £ 52, 540

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| For identified PP pupils to access Equine therapy | Many pupils who find relationships difficult are able to develop trust as they care for and interact with horses | 1-10 |
| For PP pupils to access additional Music sessions | We have observed that many pupils enjoy music and use additional sessions as a form of safe expression of complex feelings | 1-10 |
| For PP pupils to be able to access Science focus days | We have observed that hands-on experiential learning support pupil engagement for learning and develops curiosity and higher level questioning | 1-10 |
| Older PP to have access to the Bikeability programme | Pupils are very motivated to use the bikes as part of their ‘I do… I get’ system | 1-10 |
| Enhancing the sensory regulation equipment for PP learners. We will also fund staff training | We have observed that sensory equipment such as weighted blankets, weighted jackets, direct resistance bands and pillows, fidget toys, therapy fabric and body socks can be effective at providing support for our pupils with sensory needs | 1-10 |
| Increased bespoke packages of support for pupils with highly complex needs that cannot access school full time | Use of a tutor, access to outdoor learning opportunities, provided by the school and Alternative Provision. | 1-10 |
| For identified pupils have access ELSA, Thrive, FIEPS interventions | Improved sense of self, improved self-regulation, improved mental health and readiness for learning  Teaching Assistant Interventions | EEF  (educationendowmentfoundation.org.uk)  Social and emotional learning| EEF  (educationendowmentfoundation.org.uk)  Behaviour interventions| EEF  (educationendowmentfoundation.org.uk) | 1-10 |

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

Budgeted cost: £ 6600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Merit shop | Pupils are motivated by the ‘currency’ of earning merits which they are able to spend at the end of each term. | 1,2,3,4,5,6,7,8,9,10 |
| Year 6 residential activities | Pupils are motivated to remain engaged within upper key stage 2 (rather than feeling the need to reject school) | 1,2,3,4,5,6,7,8,9,10 |

**Total budgeted cost: £** 65 640

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.* |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Not applicable |
| What was the impact of that spending on service pupil premium eligible pupils? | Not applicable |

# Further information (optional)

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| No further information |