



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: 2023 – 24**

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

**Funding overview: 2023 – 24**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£93,598
Pupil premium (and recovery premium*) funding carried forward from previous years  <i>*Recovery premium received in the 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>	£147
<b>Pupil Premium Budget Total</b>	<b>£93,745</b>
Recovery premium funding allocation this academic year	£82,602
<b>Total budget for this academic year including Recovery Premium</b>	<b>£176,347</b>

# 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 : 2023 - 24

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: £ 126,440.30

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
45 % of Learning mentors / student support x 2	Supporting the wellbeing of our learners allows them to be in lessons and engaged more of the time.	4, 6	33 824 . 25

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 therapy assistant.	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.  <a href="http://ican.org.uk">What works database (ican.org.uk)</a>  This is endorsed by the Royal College of Speech and Language Therapists.	2	Sirona - 9569.25  Specialist TA - 10,149.75
Horticulture intervention 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		12800

	and their personal attainment as well as their ability to access learning.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: From recovery premium: £89 888

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	24 605
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 2023 – 24: £216,328.30**

**Total remainder 2023 – 24: £- 39, 981.30**

## Part B: Review of the previous academic year

### School overview: 2022–23

Detail	Data
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	March 2023
Pupil premium lead	Collette Miyagawa Susan Cantello
Governor / Trustee lead	Jack Pattinson

### Funding overview : 2022–23

Detail	Amount
Pupil premium funding allocation this academic year	£ 84,395
Recovery premium funding allocation this academic year	£ 84,146
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>	£ 9,135
<b>Total budget for academic year</b>	£ 177,676

## Activity in academic year 2022–23

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5674

Activity	Evidence that supports this approach	Challenge number(s) addressed
40 % of a Speech and Language Therapist time (external) and two full time HLTAs experienced in SLC Needs	<p>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.</p> <p><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>This is endorsed by the Royal College of Speech and Language Therapists.</p>	2

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

Budgeted cost: £ 64,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
40 % of Learning mentors/ student support x 2	Supporting the well being of our pupils allows them to be in lessons and engaged more of the time.	4
40 % Intervention teachers x2	Students 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
70 % Art therapist	Students who have experienced trauma are able to manage this better and this allows them to remain regulated and able to access learning better.	4
50 % Play therapist	Younger students 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



10 % Advisory teacher	Students may have challenges within the classroom which impedes their progress and the advice of an advisory teacher who can identify such issues can improve the outcomes for the pupil's learning	1
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £107 219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jack Hazeldine	This allows disengaged pupils to access learning	1
Boost (50 %)	as above	1
TLC online (50 %)	as above	1
Elmtree Learning Partnership	as above	1
School trips and experiences	Students with a higher level of cultural capital have better outcomes in future education and employment	3
Tutoring support and intervention	Supporting increased progress in both academic and BASE through intervention, mentoring and tutoring.	3,4,6

**Total Spend 2022 - 23:        £177,529**

## Outcomes 2022-23

Speech and Language Therapy: Learners with Speech Language and communication needs have been supported in various ways. This may have been through targeted 1-1 support, small group support, in class support and strategies or teacher and LSA support. Our younger age learners now also benefit from the introduction of communication boards throughout their classrooms and playgrounds where necessary.

Learning Mentors, Intervention: The learning mentor team and intervention team have worked closely together to support the learners with PP funding in bespoke ways to ensure they progress alongside their peers. The intervention offer has increased to allow TACPAC and Talkboost in primary areas and ELSA offer has increased for our older years. The intervention team also provide targeted academic support. Learning mentors and Intervention team also support with in-class regulation, SEMH and Academic strategies.

Play and Art Therapy: This is bespoke for learners who need great support to manage previous trauma and remain regulated. This support remains ongoing for the learners and provides a secure and safe place for learners to explore their own history, anxieties and behaviours thus impacting positively upon their learning throughout the curriculum. The progress and impact are bespoke to each learner and reports are written by the therapists at timely periods to show progress within sessions. This has been invaluable support for the learners accessing therapy.

Advisory Teacher: The work of the advisory teacher stretches beyond those with PP funding and impacts all learners. In the academic year of 2023-23 the funding allowed the advisory teacher to attend training and run feedback and further training for the staff teams which has directly impacted learning and achievement in classes.

Wider Strategies (related to attendance, behaviour and wellbeing: During the academic year of 2021-22 Westhaven school had a large number of learners unable to access school or learning. Through work of these strategies the number of these learners has reduced dramatically:

## Outcomes 2023-24

86% of learners with PP funding have had direct targeted support from the intervention team above; this is above and beyond whole school training, strategy support and in class advice, or trips and experiences.

92% of our learners with PP funding have attendance levels of 80% or above. Those below this have received support with attendance and an increase has been shown in 71% of these learners. (5 of 7)

Progress at Westhaven is ipsative - meaning it focuses on personal growth and performance, therefore it is difficult to compare the progress of our PP learners to those who do not receive PP funding. However in term 4, 97.4% of learners with PP were deemed to have made at least good progress in Maths, and 89.6% of learners with PP deemed to have made at least good progress in English.

Learning mentors and the intervention HLTAs continue to be an integral part of our offer as a school with the majority of learners accessing support from them during the school year. They have worked closely with our behaviour support mentor and as a team have worked to ensure that learners with PP have had the opportunities they need to progress alongside their peers. The team has supported implementation of many class strategies to ensure learners are regulated and ready to learn. Our intervention team and behaviour support mentors have also supported learners with low attendance and have run successful interventions increasing learners time in school.

Our therapy offer has helped a small cohort to manage previous trauma and remain regulated. This support remains ongoing for the learners and provides a secure and safe place for learners to explore their own history, anxieties and behaviours thus impacting positively upon their learning throughout the curriculum. The progress and impact are bespoke to each learner and reports are written by the therapists at timely periods to show progress within sessions. This has been invaluable support for the learners accessing therapy.

A very small number of learners receive support through the means of weekly alternative provision or off site support. The progress made either aims for them to successfully return to school or enables them to remain in education whilst a new placement is sought after by the local authority. The learner at Banwell Equestrian has made such progress that his attendance in school has improved from occasional visits to 3 full days and aiming for full time in September. This has been supported in school by the behaviour support team also.

Due to the sudden absence of our science teacher some of the PP- recovery premium has been used for TLC live online lessons for year 10 and 11 qualification lessons. This has been a successful temporary solution.

## 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>
<b>How our service pupil premium allocation was spent last academic year</b>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA