

Pupil premium strategy statement – Selworthy Special School

This statement details our school's use of pupil 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	204
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	January 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Holly Phillips, Headteacher
Pupil premium lead	Louisa Jessep, Designated Safeguarding Lead
Governor / Trustee lead	Angela Cook, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£85,000

Part A: Pupil premium strategy plan

Statement of intent

At Selworthy School, our core purpose is to provide a safe, inclusive and inspiring environment where every learner is valued and supported to thrive.

Selworthy School supports children with a wide range of additional learning needs, including autism and profound learning difficulties. Importance is placed on developing the whole child, helping them grow in confidence, independence and joy. Alongside a range of learning needs, learners may have speech, language and communication difficulties; social, emotional and mental health challenges and sensory and physical difficulties.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils, helping them access a broad and balanced curriculum. High-quality teaching, targeted support and enhancement of pupil well-being for all is at the heart of our approach, benefitting all Selworthy learners.

The strategy will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions or labels. We will invest in the systems, training and resources to ensure that these challenges are identified early, relevant support and interventions are actioned and reviewed, and outcomes are improved for our disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	Our knowledge of learners and their families coupled with conversations with them shows us that some disadvantaged learners do not have access to wider experiences to build cultural capital, resilience, ambition and confidence. This prevents them from applying skills that they have successfully mastered in school in less familiar contexts beyond school.
2	Some learners in receipt of Pupil Premium present as experiencing social and emotional challenges and struggle to regulate themselves.
3	Working closely with our families we know that many are experiencing significantly challenging circumstances linked to isolation. These challenges can have a negative knock-on impact on the learner.
4	Some learners face challenges in accessing the curriculum and demonstrating learning. Some require assistive technology to overcome these barriers.

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
Socio-economic challenges do not prevent learners from accessing any element of school life.	Every learner can access every element of school life. Activities are planned in a way that enables accessibility for all.
Improved wellbeing, with the ability to self-regulate and to transition.	<p>The school has two trained ELSA's, with data to demonstrate their impact.</p> <p>The school has a pastoral base, including a sensory room, to support learners emotionally and socially.</p> <p>Behaviour data is analysed and shows a reduction in dysregulation.</p>
Families have a decreased feeling of isolation through an increased number of opportunities for socialising facilitated through school.	A range of activities to engage families have been provided. Family engagement surveys demonstrate an increased feeling of engagement.

Improved achievement for disadvantaged learners	Through improved academic outcomes and achievement of EHC plan targets.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£30000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission Speech and Language time to provide both focused support around individual learners and general support and development to staff.	Embedding speech and language therapy strategies into the school curriculum provides the foundations for learning and engagement https://www.autism.org.uk/advice-and-guidance/professional-practice/speech-therapy	2&4
Commission Occupational Therapy time to provide both focused support around individual learners and general support and development to staff.	Focusing on prevention, early intervention and partnership approaches can prevent students' physical, learning and mental health needs from escalating https://www.rcot.co.uk/explore-resources/children-young-people-families/ot-schools	2&4

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

Budgeted cost: **£55000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learner Services Manager coordinating services relating to families,	Parental engagement has a large and positive effect on children's learning. It is therefore a priority to identify interventions	1, 3 & 4

including a parent/carer forum.	that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education, or who are not involved at all https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement	
Wellbeing offer to learners ELSA (HLTA) leading the referral process whereby trained TA/HLTA's deliver wellbeing interventions with a clear entry and exit criteria. These include (and increasing): <ul style="list-style-type: none"> • Lego Therapy, • Social Communication • MHFA • Girls / boys group 	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2 & 3
Cultural trips and in-school arts activities	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	1
Two additional 'Whats the Message' in-house trainers	Understanding the factors that contribute to this behaviour will enable you to provide good support to that individual, and this is where Positive Behaviour Support (PBS) helps. https://www.england.nhs.uk/6cs/wp-content/uploads/sites/25/2016/07/bild-key-questions.pdf	2 & 4

Total budgeted cost: £85,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Commissioning external specialists (Educational Psychology, Occupational Therapy and Speech and Language Therapy) has had a positive impact on learner progress and disadvantaged learners:

- Early identification and intervention: Staff have been able to identify learners who are struggling academically, socially, or emotionally at an earlier stage, and have requested targeted interventions to help them access learning. This CPD has helped to further develop and embed an inclusive and supportive learning environment for all learners focusing on our primary goal of increased independence. There are good case studies to demonstrate how this has supported learners to access the wider curriculum offer and address some long-term challenges;
- Improved teaching and learning: The commissioned professionals have worked with teachers to develop more effective teaching strategies/approaches, and have helped to create classroom environments that are conducive to learning. This has benefited individual learners (with an impact on wider approaches), but it has been particularly important for disadvantaged learners, who may have needed more support or that early identification;
- Support for staff: Educational Psychologists (EP) have provided support and training for staff, helping them to deal with a wide range of learner centred topics. This has helped to create a more supportive and inclusive learning environment for all learners. The introduction of effectively managed Solution Circles has been a great addition to the school, enabling staff to utilise peer support to identify challenges and consider best solutions. It has increased our capacity and reduced reliance on EP time;
- Improved sensory processing: The Occupational Therapist (OT) has supported learners (directly and indirectly through class teams) who have difficulties with sensory processing, such as those with autism spectrum disorder (ASD) or attention deficit hyperactivity disorder (ADHD), to develop strategies for managing their sensory sensitivities in the classroom. This has helped learners to stay calmer and more focused, and there are evidential case studies that outlined an improvement in their access to learning and/or a learning environment;
- Fine motor skills development: Our OT has supported learners who have fine motor skills difficulties, such as those with dyspraxia or more complex additional needs/conditions such as cerebral palsy, to further develop the skills they need to complete tasks to increase independence. This is enabling learners to participate and engage more fully in learning with a direct impact on their academic and social/emotional outcomes •

Self-care skills development: Our OT has supported learners to develop the age and stage related self-care skills they require to manage their daily lives, such as getting

dressed, eating, and using the toilet with increased independence. This increased independence will over time reduce the need for high levels of adult support and prepare our learners for adulthood;

Allocating funding to release SLT to work collaboratively with parent bodies has further enhanced our offer. This has given us the opportunity to strengthen a Parent/Carer Forum which looks at school development issues and decisions alongside SLT. This creates opportunities for our most disadvantaged families to engage with not only the school but also other parents that have or are experiencing similar issues. Alongside this, a parent/carer wellbeing session created an informal network for communication and signposting of support, resources and advice. Both avenues provided more opportunities for families to let the school know what more they required, through either the school or external support.