

# Pupil premium strategy statement – [Selworthy School – Hazelbrook Campus

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	110
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	January 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Holly Phillips, Headteacher
Pupil premium lead	Sarah Godbeer, Deputy Headteacher
Governor / Trustee lead	Caroline Wansborough lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,087
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£10,087</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Within The Oak Partnership our aim is to utilise pupil premium funding in order to facilitate the best possible outcomes for our disadvantaged learners. These outcomes include but are not exclusively academic with importance placed on developing the whole child. Selworthy School serves children with complex learning disabilities. It is these disabilities which are the primary barrier to progress and achievement that we must support our pupil to overcome, including those who are in receipt of the Pupil Premium. In line with EEF's guide to Pupil Premium we prioritise quality first teaching as, "This is the most important lever schools have for improving outcomes for disadvantaged pupils." Alongside quality first teaching we target focussed interventions we ensure appropriate scrutiny of data at both leadership and classroom level identifies opportunities for effective, targeted interventions to be planned and delivered.

## 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 Pupil Premium 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.

## 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 is able to access every element of school life. Activities are planned in a way that enables accessibility for all.
Improved ability to self-regulate and to transition.	Individual targets are identified, met and evidenced and part of the intervention process.
Families have a decreased feeling of isolation through an increased number of opportunities for socialising facilitated through school.	A range of family engagements activities have been provided. Family engagement surveys demonstrate an increased feeling of engagement.

## 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: £19,617

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.	Whole School SEND found engaging with specialists, including EP's, created an inclusive culture, generated sustainable solutions and created robust evidence sources. LINK	2
Commission Occupational Therapy time to provide both focused support around individual learners and general support and development to staff.	Whole School SEND found engaging with specialists created an inclusive culture, generated sustainable solutions and created robust evidence sources. LINK	2

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

Budgeted cost: £22, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learner Services Manager coordinating services relating to families.	Education endowment foundation finds improving parental engagement to have a moderate impact for very low cost based on extensive evidence. LINK	1 & 3
Wellbeing offer to learners (social and emotional learning interventions). 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"> <li>• Lego Therapy,</li> <li>• Social Communication</li> <li>• MHFA</li> </ul>	Education endowment foundation finds Social and emotional learning interventions seek to improve learners decision making skills, interaction with others and their self-management of emotions to have a moderate impact for very low costs. LINK	1 & 3

• Creative Art therapy		
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**Total budgeted cost: £41,432**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Commissioning educational psychology time has had a positive impact on learner progress and disadvantaged learners:

- Early identification and intervention: Our Educational Psychologist (EP) has been able to identify with the support of staff, learners who are struggling academically, socially, or emotionally at an earlier stage, and have provided targeted interventions and advice to staff and parents to help them access learning. There are good case studies to demonstrate how this has supported learners to access the wider curriculum offer and address some long-term issues.
- Improved teaching and learning: Our EP has worked with teachers to develop more effective teaching strategies/approaches, and have helped to create classroom environments that are conducive to personalised 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.
- Support for staff: Our EP has provided support and training for staff, helping them to deal with a wide range of learner centred issues. 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 Hazelbrook toolbox. This enables staff to take hold of an issue and use peer support to address the issue and consider best solutions. It has increased our capacity and reduced reliance on EP time.
- Improved outcomes: We started this commission because research has shown that educational psychology services have had a positive impact on learner outcomes. Our metric of learner progress is very individualised but can be supported by case studies which have been used to demonstrate the impact and progress during external QA.

Commissioning occupational therapy (OT) time has had a positive impact on learner progress and disadvantaged learners in the following ways:

- Improved sensory processing: Our 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. • Support for staff: Our OT has provided support and CPD for staff, helping them to understand the needs of Hazelbrook learners and develop strategies for supporting them in the classroom and around the campus. This has helped to further develop and embed an inclusive and supportive learning environment for all learners focussing on our primary goal of increased independence. • Improved outcomes: We started this commission because research has shown that OT intervention and support has the potential to have a positive impact on learner outcomes. Our metric of learner progress is very individualised but can be supported by case studies which have been used to demonstrate the impact and progress during external QA. Allocating funding to release SLT to work alongside parent bodies has further enhanced our offer. This has given us the opportunity to strengthen a Parent 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. It created a formal and informal network for communication and signposting of support, resources and advice. It also provided more opportunities for families to let the school know what more they required and if achievable the school would support but in the cases that we needed to explore external avenues of revenue or support this was identified. Engaging and supporting Dad's who sometimes don't feel their voice is heard or not involved in the general day to day of a school, has been a priority this year. The success has seen the start of a group where Dad's can meet and talk with others who are in a similar position. CHAPS has been a real success and we hope to reach more Dad's in the coming years to make this a string group of parents and carers that are keen to support each other and the school. The PTA has been invigorated this year because of the work that we have done to bring parents and carers into school. The group have supported developments in school and created opportunities for families to enjoy and engage in events at the school. This outward facing community approach is bringing families together and new families are accessing the wider support we have to offer.