

# Pupil premium strategy statement – [Selworthy School – Oakhill 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	89
Proportion (%) of pupil premium eligible pupils	28%
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	£43,381
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£43,381</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: £19,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission Educational Psychology 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. <a href="#">LINK</a>	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. <a href="#">LINK</a>	2

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

Budgeted cost: £23,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA with (part time) responsibility for family liaison focusing on engaging hard to reach families.	Education endowment foundation finds improving parental engagement to have a moderate impact for very low cost based on extensive evidence. <a href="#">LINK</a>	1 & 3
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. <a href="#">LINK</a>	1 & 3
Senior Leadership Team work alongside parent bodies (Parent Forum/PTFA) to arrange and promote a range of activities designed to engage families.	Education endowment foundation finds improving parental engagement to have a moderate impact for very low cost based on extensive evidence. <a href="#">LINK</a>	1 & 3

**Total budgeted cost: £42,655**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Throughout the last year a school wide focus was to develop our domain leadership which included a full review of our curriculum. This piece of work has ensured our curriculum is more appropriate and meets the needs of all learners. It has also increased the effectiveness of domain leadership. Throughout the year the provision of a trained ELSA meant every learner in receipt of pupil premium funding that required social or emotional support had that support provided. The individual objectives for that support are specific to each learners and were identified in conjunction with their class teacher with evidence of progress recorded. Throughout the year we were able to ensure socio-economic disadvantage was not a barrier to accessing full school life by making funding available to support families where it was required. All learners had access to all activities.