

## Proposed spend of Pupil Premium - 2017/18

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per secondary child, £1320 per Primary child)
- who have looked after for 1 day or more (£1900 per child)
- for children whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium. This year The Westminster School has received the following funding:

Pupil Premium (Non-LAC): £88,310

Pupil Premium (LAC): £16,500

Total funding: £104,810

The Westminster School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2016/17.

### **The four key objectives:**

1. **Basic skills:** develop the application of basic skills in real life contexts to support independence and personal development.
2. **Mental Health and well-being:** develop the school vision and curriculum in alignment with the 8 principles outlined by Public Health England to promote positive mental health and well-being including physical health.
3. **Pupil engagement:** to continue to implement strategies to maintain levels of engagement for PP and CLA and ensure that pupils are engaged in a personalised curriculum with the support of parents.
4. **Pupil Outcomes:** Raise pupil progress and outcomes

(\*PP - referring to any student in receipt of Free School Meals in the past 6 years)

**Key Objective 1: Basic skills:** develop the application of basic skills in real life contexts to support independence and personal development.

**Action:** To further develop informal curriculum and pathway for pupils with complex needs.

**Rationale:** *“Having a learning disability means that people find it harder to learn certain life skills. The problems experienced vary from person to person, but may include aspects such as learning new things, communication, managing money, reading, writing, or personal care. If support is not provided they may face problems in gaining independence or a home of their own, in accessing leisure and recreation activities, and/or in developing friendships and relationships.” (Learning Disability Foundation)*

**Success Criteria:** Staff will know what a personal development curriculum looks like and are able to plan and deliver effectively for the personal learning priorities of pupils. Parental engagement in contributing to the personal development progress will increase. Progress of pupils with complex needs is monitored and those from disadvantaged backgrounds is on par or exceeds that of their peers in relation to personal development. Engagement scale profile data will demonstrate an increase in engagement in PD learning experiences.

**Action:** To substantiate the development of the Personal Development programme using Psychological Research

**Rationale :** *“Research can help teachers to understand what works and why, what the **short** and long-term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems, inform improvement and so forth.” (Professor Kit Field - 2011)*

**Success Criteria :** Educational Psychologists will produce a report on the impact of the Personal Development programme on pupils, staff and parents. Feedback from the educational psychologists will form the basis of an action plan for next academic year. Educational psychologists will hold parent clinics and staff drop ins to offer advice and guidance. They will also be directed by SENCO to complete extra supportive work where required.

**Action:** Implementation of interventions to improve outcomes for pupils at KS3 and KS4.

**Rationale:**

Teaching staff should “adopt a critical lense that enables them to explore, investigate, discover for and with the student, what pedagogy, which curriculum, what experiences, will help the student to become an active, engaged participant in learning” (Carpenter et al., 2012)

Complex pupils “need to follow unique learning pathways, which take educators beyond differentiation into personalised learning” (Carpenter 2011)

**Success Criteria:**

Progress data will be used to identify pupils that require basic skills interventions. These pupils will receive a short term intervention appropriate to their need. Progress for the pupils that receive intervention will improve based on the intervention. A range of different interventions will be used including Lexia, Sandwell Numeracy Intervention, reading pens and Numicon.

**Key Objective 2: Mental Health and well-being:** develop the school vision and curriculum to promote positive mental health and well-being including physical health.

**Action:** Groups of students identified each term to participate in KRUNCH intervention sessions

**Rationale:**

*“Krunch, A place that takes young people at a Krunch time in their lives, turns them around, gives them an opportunity, gives them hope, gives them a prospect of a better life.” (Eric Pickles - Secretary of State for Communities and Local Government)*

**Success Criteria:** Improved confidence in class based lessons with particular focus on engagement in discussion based activities.  
Students able to express themselves more effectively in social situations.  
Pupils, parents and practitioners to engage in targets set using personal development programme.

**Action:** Develop use of Learning outside the classroom as an emotional and well being resource

**Rationale:**

*Forest Schools programmes show impact on children’s confidence, self-efficacy, persistence, heightened levels of self belief, positive attitude, independence and increased tendency of taking initiative. In relation to children’s well being, long term, forest schools programme were found to have positive impacts on children’s physical and mental health in addition to improving their social and cognitive competence. (Sarah Blackwell)*

**Success Criteria:** Continue to develop Forest Schools programme in order to help pupils access a curriculum to make a positive contribution to the school. Pupils will have increased opportunities to access LOTC as an integral part of their curriculum. Identified pupils will be able to access travel training at appropriate times.

**Action:** Implement an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap through off site activity.

**Rationale:**

*Research indicates that participants in after school programmes score higher on measures of academic achievement (Sutton Trust 2012)*

*All forms of positive parental interaction with school are important and can have a positive impact on children’s learning, behaviour and attendance. The best approaches are tailored to specific parental needs, and context is an essential factor when considering parental engagement strategies. (National College for School Leadership, 2011)*

**Success Criteria:** Parents will be empowered to make decisions regarding a proportion of the money that is provided to the school. Pupils will not be disadvantaged or miss opportunities to engage in extra-curricular activities due to home income.

**Action:** Therapeutic music and drama sessions for identified students to increase self-esteem, motivation and social development.

**Rationale:**

*Dramatherapy is a proven psychological therapy that uses dramatic methods; it is a particular effective intervention for all ages who may find verbal communication difficult due to physical, cultural or psychological factors (Murray Hall)*

*“It (Music Therapy) has helped to build emotional resilience, open up communication lines that were otherwise closed.” (Creative therapy Service, Murray Hall Community Trust)*

**Success Criteria:** Increase in self-esteem and engagement in social activities. Improved ability to deal with anxiety and management of emotions.

**Action:** Therapeutic sessions using animals as source of comfort and to improve health and well-being of pupils.

**Rationale:** *“Human health professionals now recognize what animal caregivers and everyday pet owners have known for years: that pets can be good for our health and well-being. Pets can contribute to the development of trust, self-esteem, ego strength, confidence, and attachment to people. They can improve our mood, take our mind off our troubles for a little while, and reduce anxiety, agitation and sadness. And they foster healthy interactions with other people: a pet is a conversation waiting to happen.” (Animal therapy website)*

**Success Criteria:**

Research will be completed into use of animals to support students with special needs. Use of PAT dog to support students with ASD and to support emotional well-being.

**Action:** Talking toolbox kits to be utilised by staff in ‘Calming Spaces’ to promote behaviour recovery where appropriate.

**Rationale:**

*“Incorporating a calming space for all students, increases: student engagement, learning, and reduces undesired behaviour.” (AASE conference, 2017)*

**Success Criteria:**

Pupils will be self-led in their use of calming spaces. Staff will utilise the resources available to explore emotions and well being of the pupils accessing the spaces. Pupils will see these as ‘safe space’ that they can use when needed.

**Key Objective 3: to continue to implement strategies to maintain levels of engagement for PP and CLA and ensure that pupils are engaged in a personalised curriculum with the support of parents.**

**Action:** Identify and deliver appropriate workshops and programmes to support parents to manage their child's needs at home.

**Rationale:**

*The benefits of parental involvement in a child's education have long been recognised. Parents play a crucial role in influencing the aspirations and achievements of their children. Findings from research and practice about work with parents demonstrate the positive effects of this on children's outcomes. (Autism Education Trust)*

*Engagement with parents is critical to children's progress. (Lamb Report 2009)*

**Success Criteria:**

Parents will be given the opportunity to attend a range of workshops throughout the year to support their child's learning at home - both from an academic and personal development viewpoint. Identified parents will also be encouraged to attend the 'Changes' programme run by the Family Support Worker. Opportunities will occur during the year for parents to engage with their child in the classroom setting. The family support worker will provide individualised support to identified parents if required.

**Action:** Increase parental engagement in progress of their child using innovative technology

**Rationale:**

*Parents' concerns about their child's progress go beyond progress in the core subjects. It extends to concerns about their development across a wider range of outcomes: their transition to the next stage of education, the development of life skills and their chances of having a good life when they leave education. (Lamb Report 2009)*

**Success Criteria:** Parents will be able to access live updates about their child's personal development progress using an ICT application in a range of media forms include written, photographs and video.

**Action:** Provide the opportunity for families to engage in Cultural experiences to develop emotional literacy.

**Rationale:**

*Parental engagement and influence has direct impact on the outcomes of pupils. Parents with higher levels of emotional literacy will be better equipped to meet the needs of their children on a daily basis. Some parents need support from others to have the confidence to provide new opportunities to their children.*

**Success Criteria:**

Families will be given the opportunity to engage in a range of cultural experiences throughout the year as a family with the support of staff from school. These experiences will aim to be new experiences that the family may not normally be able to access because of financial/confidence restraints.

## Key Objective 4: Pupil Outcomes: Raise pupil progress and outcomes

**Action:** Experienced staffing and provision of support to improve outcomes for students

**Rationale:**

*Working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. (Education Endowment Foundation)*

*Research which focuses on teaching assistants who provide one to one or small group support show a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. (Education Endowment Foundation)*

**Success Criteria:** High level of support provided for students with a range of complex needs so that access to the curriculum is increased. Increased communication strategies personalised for students. Liaison with staff, parents and external agencies to ensure appropriate support is in place for each child.