

Wyre Forest School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wyre Forest School
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rebecca Garratt Headteacher
Pupil premium lead	Alison Hopkins
Governor / Trustee lead	Kelly Yapp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,260
Recovery premium funding allocation this academic year	£30000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£177,260

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Communication skills
- Attendance and parental involvement
- Social opportunities
- Behaviour
- Mental health

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need (using EHCP, Insights and Evidence for Learning), and helping pupils to access the appropriate Curriculum Pathway.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and life after WFS guidance is available to all.

Our strategy is integral to wider school plans for education recovery. Our strategy will be driven by the needs and strengths of each young person, based on forensic observations, annual reviews and assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our data shows that there is an increased amount of 'Positive Handling' since school returned following lockdown, particularly for our disadvantaged pupils. Through conversations with families, they are struggling with challenging behaviours at home too.

2	Our data shows that since the pandemic our attendance has significantly reduced and the persistent absenteeism increased, especially for out disadvantaged pupils
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. This in turn has an impact on all areas of their learning.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school which in turn has an impact on social confidence and independence.
5	Through observations, conversations with families, pupils and staff and through CPOMS recording, we have identified a larger number of pupils experiencing anxiety, suicidal thoughts and mental health struggles following the return to school after the national lockdown,
6	Our assessments, observations and discussions with pupils and families demonstrate that many of the therapeutic support etc that the pupil required from external agencies as part of their EHCP did not happen during the National Lockdown and has been slow to return and this has had a detrimental impact on their progress be it academic, social or physical.

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
To decrease the amount of 'Positive Handling' across the school, particularly for disadvantaged pupils and to support these families as well.	A decrease of 'Positive Handling' term by term over the next 3 years. 2021/22 – decrease by 20% 2022/23 – decrease by 20% 2023/24 – Decrease by 20%
To improve whole school attendance to pre-pandemic levels, especially for the disadvantaged pupils and to decrease persistent absenteeism. .	2021/22 – 90% -inline with SEND 2022/23 – 93% 2023/24 – 95%+ (without medical) and PA less than 5%
Pupils use their preferred mode of communication systems to aid their understanding and to develop expressive communication skills. Progress data for both Curriculum Pathway and EHCP targets shows good	Through achievement of EHC plan termly outcomes. INSIGHTS data shows that pupils are making good progress and where they

progress from their baseline starting points because of improved communication.	are not a personalised raising attainment plan is in place. See positive handling success criteria above. Less positive handling due to increased communication. (<i><u>Behaviour is a communication</u></i>)
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. The curriculum Pathways provide real life experiences and opportunities.	Through observations and discussions with pupils and their families. Wyre Forest Progress steps – INSIGHTS shows that pupils are making good progress; independence, mental health & well-being, physical well-being & development.
Pupils and staff have a range of tools to support their mental health & well-being and external agencies are used to support. Staff are well trained to support pupils and where appropriate families	Through observations and discussions with pupils and their families. CPOMS data shows relevant actions and positive impact of support where appropriate.
Pupils EHCPs are carefully monitored and scrutinised to ensure they are getting their full entitlement from both school and health and social care.	Provision map shows clearly where pupils are and are not getting their full entitlement – school follows up any gaps with tenacity. INSIGHTS shows progress against EHCP targets.

Activity in this academic year

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: **£37,924**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide Whole School, Pathway specific	Education Endowment Fund: The best available evidence indicates that great teaching is the most important lever	1, 3, 6

<p>CPD in order to meet individual pupil need and develop staff confidence & knowledge.</p> <p>£3,512</p>	<p>schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	
<p>To provide visit leader training for teachers and G3/4 TA's (Salty Bill) in order to fulfil the WFS curriculum, give children real life experience and develop social, communication and independence skills.</p> <p>£13,600</p>	<p>https://oeapng.info/about-oeap/</p> <p>Evidence and practice</p> <p>"When planned and implemented well, outdoor education, offsite visits and adventurous activities contribute significantly to raising standards and developing knowledge and skills in ways that add value to everyday experiences in the classroom."</p>	1, 3, 4, 6
<p>To increase the communication team in order for them to support staff in classrooms and with CPD.</p> <p>£20,812</p>	<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>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	2, 3

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

Budgeted cost: **£36,890**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide 'Clued Up' Coaching to support pupils in dealing with their emotions, life stories, and being ready for learning. £50 per session</p>	<p>Coaching is about encouraging the individual to find their own solutions, through viewing their thoughts and behaviour from different perspectives. It is a fantastic way of allowing the individual to grow in resilience and self confidence – to make their life and education more manageable. We work with students to</p>	5

<p>(recommended 18 sessions) = £900</p> <p>£4,500</p>	<p>expand their mindset, achieving positive well-being and clarity of the world around them. Greater emotional intelligence, self regulation, empathy and critical thinking are all benefits your students will gain from their coaching experiences.</p> <p>https://cluedupcoaching.co.uk</p>	
<p>The Forest in class intervention – Thrive trained practitioner TA to work across school supporting pupils with challenging behaviour.</p> <p>£20,812</p>	<p>Pre-schools, primary schools, secondary schools and specialist units have all successfully used Thrive to help children to become more emotionally resilient so that they are better equipped to deal with life's ups and downs. We have successfully used the Thrive approach prior to the national lockdown.</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p>	1
<p>CAMHS trained play therapist to work with children to explore and regulate their emotions.</p> <p>£6,000</p>	<p>We work closely with a CAMHS practitioner who is now a registered play therapist. The outcomes of Play Therapy may be general e.g. a reduction in anxiety and raised self-esteem, or more specific such as a change in behaviour and improved relations with family and friends.</p> <p>https://www.bapt.info/play-therapy/info-parents/</p>	5
<p>To identify gaps from Provision Map in order to provide bespoke support in order to meet need.</p> <p>£2385</p>	<p>Provision Mapping is a transparent method of showing the range of provision available to learners throughout our school. It allows us to monitor, evaluate and plan the development of provision, increase access for disadvantaged groups, secure the entitlement of all learners and raise achievement and standards. We can also hold external providers to account.</p> <p>https://www.provisionmap.co.uk/wp-content/uploads/2017/10/David-Bartram_Getting-SEND-right-in-Provision-Map.pdf</p>	6
<p>To provide an approach to developing communication into reading skills that better supports learners who struggle to move from a language approach to</p>	<p>Progress evidence has shown that the use of the WFS Communication, Literacy & Phonics Programme (CLLP) with our Year 1 learners is very successful. This will roll out to pupils across the wider school. WFS has a cohort of learners for whom synthetic phonics does not support progress. These pupils have dyslexic tendencies or learn better through a sight word approach. https://www.nessy.com/en-gb</p>	3

synthetic phonics; Nessy & See & Learn Programmes.	https://www.seeandlearn.org/en-gb	
£3,193		

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

Budgeted cost: **£101916**

Activity	Evidence that supports this approach	Challenge number(s) addressed
G4 Family support worker -to support families to improve attendance & PA. £26,443	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	2
G4 Family support worker – to support families with pupils displaying challenging behaviours. £26,443	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1
To enable the AHT (Behaviour) to work across school and coach staff in developing strategies to support challenging behaviour and to be	THRIVE & BILD Practitioner to support staff and work on whole school culture; A society where everyone can enjoy the same rights and opportunities Professor Gerry Simon set up Bild in 1971 because he was convinced there could be better support in the	1

<p>self-reflective on their practice.</p> <p>£45,167 + £1863 specific THRIVE training</p>	<p>community for people with disabilities. We have been championing the human rights of people with disabilities ever since.</p> <p>We work to develop the skills and culture necessary to understand people's needs and improve their quality of life. Our approach applies a rigorous evidence base, broad expertise and long-standing experience to find and enable both short and long-term solutions that bring about lasting change.</p> <p>https://www.bild.org.uk/vision-values/</p>	
<p>Mental Health Working Party to audit provision and practice and then develop action plan (linked to SDP) in order to meet whole school need.</p> <p>£2,000</p>	<p>Working with the Anna Freud Centre provides us with a wealth of support and information. It also has a huge evidence base to support the ongoing work.</p> <p>https://www.annafreud.org/schools-and-colleges/research-and-practice/</p>	5

Total budgeted cost: £176,730

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal observations and assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first term of (2019/20), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our observations and assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of our bespoke curriculum and their EHCP entitlement and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources such as those provided by class teams and our You Tube channel. However, it was challenging to provide differentiated support to our pupils online particularly to fully meet their EHCP needs.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Externally provided programmes

Programme	Provider