

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Penny Field School (Wellspring Academy Trust)
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 24
Date on which it will be reviewed	October 25
Statement authorised by	Scott Jacques (Executive Principal) LGB Oct 24
Pupil premium lead	Hannah Duffey
Governor / Trustee lead	Chris Graefe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,470
Recovery premium funding allocation this academic year	0
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	£48,470

Part A: Pupil premium strategy plan

Statement of intent

At Penny Field our intention is to identify the needs of each young person and tailor an individual learning plan linked to the five areas of need (Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and Physical) which reflects the complex needs of each individual.

Our pupils are faced with a range of challenges and barriers to accessing and engaging in education. Our goal is for our young people who have complex medical, physical and/or learning needs to be offered a chance to succeed and to become a valued part of society.

All our pupils have a range of physical, communication and medical needs alongside their education needs which can then be further compounded by additional disadvantages related to their background and early childhood experiences.

Our aims are to provide resources and a range of strategies that helps to limit the impact of these barriers to learning.

Our mission is to equip students with the skills necessary to achieve the following:

- To access a needs-led, child-centred curriculum that is high quality and enables them to leave school with the highest level of accreditation possible that is appropriate to their needs.
- To be able to engage in a range of experiences that are designed to be ambitious and meaningful.
- To develop the knowledge and skills they need for life beyond school.
- As far as they are able, to understand that they have the right and ability to live and be accepted in the wider society.
- For our pupils on the Engagement pathway to be able make sense of the world around them; to understand what was happening to them at any one time; to have as much control over the choices they make as possible.
- For our pupils on the Working Towards Independence (WTI) Pathway to be able to communicate their needs & wants to others and to become as independent as possible.

- For pupils to have access to various therapies and interventions (Hydrotherapy, Rebound Therapy, Yoga Therapy, Story Massage etc) that promote the health and wellbeing of our pupils with complex needs.

At Penny Field School we believe that our curriculum should comprise not only of learning experiences, but of life experiences, incorporating preparation for adulthood at all stages of the pupils learning journey.

Our current pupil premium strategy aims to develop an enriched curriculum that supports young people in their preparation for adulthood, ensuring our pupils have as much control and independence as is possible in their future learning and life experience. We have a clear whole school strategy for Communication and Reading, to ensure that all pupils are given the opportunity to communicate and interact with the world around them, in the best way for them. We plan our curriculum to cover the five areas of need, ensuring our pupils have a well-balanced learning experience that is tailored to their individual needs.

The key principles of our plan are to:

- Identify the needs of each young person and tailor an individual learning plan which is holistic and covers the pupil's physical, sensory, communication and health needs alongside education objectives. Throughout school, there is a focus on preparation for adulthood.
- Support pupils to develop the skills necessary to become a valued member of society.
- Support pupils to develop an understanding of the world around them and to be able to communicate their needs and desires with those around them.

We believe that working closely with our families and carers is vital for the success of our children and welcome their support and involvement.

From our analysis of our Needs Profile, our assessment data, quality assurance processes, and evaluation of the current interventions used to support disadvantaged pupils, we see that our disadvantaged pupils have access to a wealth of learning experiences which enables them to make progress in line with their peers within the school. They also have access to highly trained staff, who not only support their learning needs, but also support their physical, communication, medical, sensory and SEMH needs.

Challenges

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

Challenge number	Detail of challenge
1	All our pupils, including those with PP, are working significantly below age related expectations.
2	All our learners have barriers to learning relating to their communication and language skills.
3	Many of our pupils need support and specialist resources or adaptations to the environment to help them access not only school but the wider world.
4	All of our pupils require high staff ratios, not only to support them in engaging in learning but also to help them to be positioned comfortably, to access hygiene facilities, to intake nutrition (orally or through PEG feeds) and being able to move from one location to another safely.
5	By analysing our Needs Profile, we have identified a real need to focus on, and support, our pupil's SEMH needs as well as their health and wellbeing. Many of our pupils require medical intervention and sometimes need extended stays in hospital, due to their medical vulnerability.

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 ensure that all pupils are supported to access learning and that their individual needs identified in their ILPs (Individual Learning Plan) are met.	<p>-All pupils who leave the school at 19, leave with an accreditation which is suitably challenging and appropriate to their further education at post 19.</p> <p>-All pupils make good progress towards EHCP outcomes.</p> <p>-Pupils who have degenerative conditions are able to maintain skills for as long as possible supporting them to maintain a high quality of life.</p> <p>-All pupils are supported to learn some form of communication with those around them, this could be spoken, signed, gestures, vocalisations, eye contact, Makaton, Switches, AAC devices etc.</p>
To ensure that our Pupil Premium learners continue to make a good level of progress in relation to their individual needs and their own starting point. For some pupils' this may be evidenced by them maintaining skills for as	-Pupils working on the Engagement Pathway will make progress that is deemed to be good based on their level of need and starting point.

<p>long as possible due to their medical conditions deteriorating.</p>	<ul style="list-style-type: none"> -Pupils working on the Working Towards Independence Pathway to make at least good progress in all areas of learning. This will be reviewed throughout the year for individual pupils. - All pupils make good progress towards their ILP targets at the end of each term. - All pupils make good progress towards End of Key stage outcomes identified in the EHCP
<p>All our pupils to have the support they require to become a valued member of society.</p>	<ul style="list-style-type: none"> -All pupils are able to access their local community. Some will be acknowledged and supported to access weekly educational visits, some will access mainstream settings, some will access further education provision visits. -The community local to the school will be involved in school events and in return will invite members of the school to events which they are running. Pupils will be at the heart of this and will be valued by those around us. - Links have been made with local schools to enable our pupils to access some playtimes and interact with students. This is to support their social interaction and provide opportunities to mix with mainstream peers. - Pupils in KS5 will be accessing sessions at The Vine (LCC), a specialist post-19 provision for adults aged 19-30 with complex learning and communication needs.
<p>All our pupils to be taught the skills necessary to live their lives as independently as possible.</p>	<ul style="list-style-type: none"> -All pupils are able to communicate their likes and dislikes to help those around them know whether or not they want to do something. -Most pupils are able to initiate interactions and get themselves understood via a preferred communication system to ensure they can take a lead in making choices about their own life. - We will be focusing on users of AAC (Alternative and Augmentative Communication). We have communication groups, to support the everyday use of

	<p>AAC, which our Communication and Interaction Leader will be facilitating, supported by Speech and Language Therapists.</p> <p>-Some pupils will be able to carry out day to day tasks with limited support or input. This may include but not be limited to making a meal, getting dressed, managing their own money, shopping, washing.</p>
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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: £48,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring staffing ratios are sufficient to pupils needs are effectively supported.</p> <p>Entirety of the PP and Catch up grant will be used to contribute to staffing and CPD costs.</p>	n/a	1 - 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>see above</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>see above</i>		

Total budgeted cost: £48,470

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 2023 to 2024 academic year.

At Penny Field School, the majority of our funding is allocated to ensuring the high staff ratios required to support the diverse physical, medical and educational learning needs of our pupils. Alongside highly skilled classroom staff who oversee the day to day care and education of our pupils, we also have a team of 'educarers' who support pupils with their toileting throughout the day, ensuring our pupils are comfortable and ready to learn, and helping to orally feed those pupils who need support at meal times. We also have a dedicated team of 'interveners' who work alongside our nursing team to deliver medical interventions including, but not limited to, the giving of water and nutrition through PEG feeds and the delivery of prescribed medications.

Over the past couple of years we have also invested in a highly comprehensive programme of CPD to support the training needs of all staff. This has included specialist training for Hydrotherapy, Rebound Therapy, Shallow Pool Rescue, Moving and Handling, Positive Regard and trauma informed response, medical training and dysphagia. We also upskilled individual members of staff to become trainers of Makaton, Moving and Handling and Rebound Therapy. This ensures that we have expert staff to be able to oversee the necessary provision for our pupils.

This year we have invested in developing Higher Level Teaching Assistant (HLTA) roles to bring more capacity to the highly experienced teaching team within the school. Each HLTA has an area of expertise (Physical Development, Communication and Interaction, SEMH, Sensory/Arts), linked to the curriculum and is able to lead that area across the whole school. They lead interventions for individual pupils, small groups and whole classes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

