

Our vision



# Waverley 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.

Detail <b>School overview</b>	Data
School name	Waverley School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	51% (82 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	Updated annually
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gail Weir
Pupil premium lead	Deniz Oguz
Governor / Trustee lead	
Detail <b>Funding overview</b>	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year. <b>Based on September 2021 information.</b>	£79,537
<b>Challenges; This details the key challenges to achievement that we have identified among our disadvantaged pupils.</b>	
Detail of challenge	Challenge number
Specific learning needs	1
Specific sensory processing needs	2
Specific SEMH needs	3
Parent/carers ability to implement strategies at home	4
Parent/carers understanding of how disability affects learning	5
Poor housing and opportunities outside of home (COVID)	6

## Part A: Pupil premium strategy plan

### Statement of intent

At Waverley we have high aspirations for our students and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and meet meaningful goals which will support them in life. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers who live in families with higher incomes. We are required to use this funding to tackle disadvantage and by ensuring pupils who need it most have access to opportunities which will diminish the difference.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted intervention we are working to eliminate barriers to learning and progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupils achievement

**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
Specific learning needs supported	Pupils with specific learning needs make good and better progress compared to their peers, in particular students with PMLD are able to access a range of activities which are appropriate for their specific learning needs Pupils with communication difficulties are able to use a range of strategies to get their voice heard. Pupils with physical disabilities can access the curriculum with the assistance of equipment
Specific sensory processing needs supported	Pupils are more able to access more of their class sessions. Teachers are more able to recognise when a pupil requires support for their sensory processing needs and are able to use this knowledge to support the pupils in their class in a timely manner. Therefore incidents of challenging behaviour are reduced and pupils are happier.
Specific SEMH needs supported	Pupils are more able to access more of their class sessions. Teachers are more able to recognise when a pupil requires strategies to distract the pupils in their class in a timely manner. Therefore incidents of challenging behaviour are reduced and pupils are happier.
Parents/carers ability to implement strategies at home	Pupils make good or better progress and parents and carers are able to support their child using strategies which are successful at school
Parents/carers understanding of how disability affects learning	Pupils make good and better progress and their parents are able to request support which is relevant for their child. Parents and carers make safe choices for their child.
Poor housing and opportunities outside of home (COVID)	Pupils are able to successfully access a range of activities which parents/carers may not be able to access due to the level of support their child needs.

**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 ( CPD, recruitment and retention)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior teachers across school to track teaching and learning in their specific area of expertise to inform progress of pupils.	Senior teachers will have a clear idea of the teaching and learning that is happening in all departments and all levels of the curriculum across the school. They can identify strengths and areas for development that are further needed. They can work with teachers and/or specific pupils or groups of pupils to plan support	1, 2, 3,
Assessment at the beginning of term, support obtained from sensory processing experts (alongside the teaching staff), with resources/programmes devised in Autumn term 2021	“The ability to modulate sensory information provides a foundation for meaningful and purposeful participation in a full range of daily occupations, and therefore, people with poor sensory modulation often have problems successfully meeting the challenges of everyday life” Roseann C Shaaf and Kathleen McKeon Nighlinger (2012)	2
Induction training for all new staff at Waverley including training on supporting pupils with PMLD, SLD and SEMH needs.	All new staff have the skills to support pupils with specific learning, sensory and SEMH needs so that all pupils receive targeted teaching and make progress.	1, 2, 3,
Whole school focus/training on trauma informed practice to support pupils who have experienced traumatic events including the impact of COVID 19.	<p>The school uses a trauma informed approach when supporting pupils, especially those with behaviours that may challenge. This approach to supporting pupils helps to reduce anxiety and stress and there are less incidents of challenging behaviour resulting in pupils accessing their learning and making progress.</p> <p>In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support.</p> <p><i>FACT: One out of every four children attending school has been exposed to a traumatic event that can affect learning and/or behaviour.</i></p> <p>—NCTSN Child Trauma Toolkit for Educator)</p>	1, 2, 3,

Targeted academic support (for example, tutoring, one-to-one support structured interventions)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve communication opportunities for all pupils by:</p> <ul style="list-style-type: none"> <li>• Continue to roll out PODD training to all new staff</li> <li>• Makaton tutors are supporting Salt in the delivery of training to staff</li> <li>• Switches are used for students who are able to access them</li> <li>• Eye gaze technology is available in each department and further training for all staff</li> <li>• Literacy Software (PODD and Clicker 7) for eye gaze, iPads, class computers</li> <li>• Pupils are taught prerequisite skills for the use of eye gaze</li> </ul>	<p>Communication matters: an AAC Evidence based “Communication is an essential life skill, central to interaction and vital for development, helping to reduce social isolation.” 2016</p> <p>Makaton is the only intervention which uses signs and symbols that is included in the <a href="#">What Works database</a>; a resource created by The Communication Trust and endorsed by The Royal College of Speech and Language Therapists that record evidenced interventions for Speech, Language and Communication Needs.</p>	1, 4, 5,
<p>Work with the ETSP Network (Enfield Town Schools Partnership) to close the Word/Vocabulary Gap for children in receipt of Pupil Premium.</p>	<p>“In the context of academic disadvantage, research has shown that disadvantaged pupils get more disadvantaged because they do not possess the foundational knowledge they need to access and understand the school curriculum. It is not that these children are less able, but that they do not have the same amount of knowledge about the world with which to make sense of new information and experiences. The more you know, the easier it is to know more and so the culturally rich will always stay ahead of the impoverished, and the gap between rich and poor will continue to grow as children travel through our education system. The best use of Pupil Premium funding, therefore, is to help disadvantaged pupils to build their cultural capital. Cultural capital takes one tangible form: a pupil’s vocabulary. The size of a pupil’s vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in life. Young people who develop reading skills early in their lives by reading frequently add to their vocabularies exponentially over time. Therefore the Pupil Premium funding this year will be allocated towards communication and word acquisition, and will include staff training, pupils’ assessment and curriculum review. The work will also include a case study project with the ETSP network, focussing on assessing 6 pupils’ word knowledge using a standardised scheme in September and re-assessed at the end of the academic year</p>	1, 4, 5, 6
<p>Improve literacy opportunities for all pupils by * Providing new books for more reading areas around school</p> <p>* New books to include a range of characters from a range of cultural and diverse backgrounds</p>	<p>“Kids who read most, read best.” (Anderson et al. Becoming a Nation of Readers)</p>	1, 6,

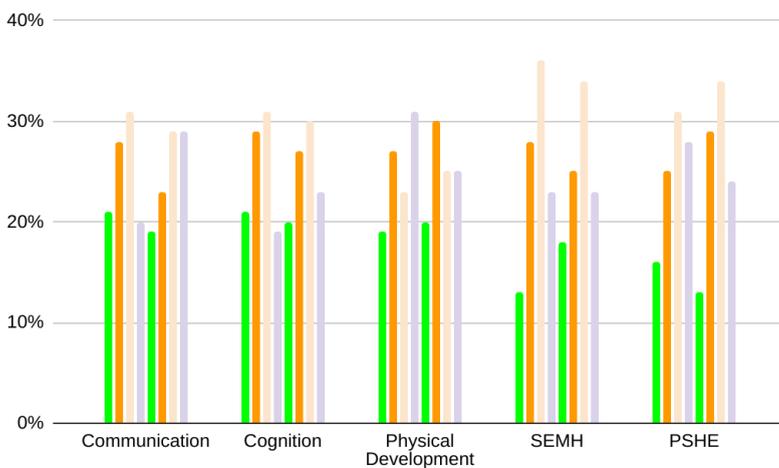
Wider strategies (for example, related to attendance, behaviour, wellbeing)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff are able to log behaviour on school systems and use its analysis feature to support future interventions according to triggers observed.</p> <p>Using PRICE principles staff can positively support behaviour which in turn will enable to pupils to attend to learning and make progress</p>	<p><i>“Knowledge opens up possibilities for either preventing or reducing the occurrence of challenging behaviour by the “indirect” manipulation of antecedent variables”</i> Eric Emerson 2001 Challenging behaviour: analysis and intervention in people with severe intellectual disabilities</p> <p>Today’s schools and classroom settings can be complex environments for teachers and support staff, with many children coming to school unprepared for learning, bringing with them trauma and upset associated with home life, peer groups or other personal difficulties. Spending disproportionate time with unsettled and disruptive pupils impacts on the learning environment for others as well as leaving pupils feeling more disenfranchised with school and questioning their self-worth. In some instances, serious incidents can occur leaving teachers, support staff or pupils hurt or injured.</p> <p>PRICE Principles equips teaching and support staff with the knowledge, skills and confidence to understand and safely respond to situations where the behaviour of individuals or groups is impeding the learning opportunity of others as well as circumstances that escalate to a situation that requires immediate action to be taken.</p>	2, 3, 4, 5,
Teachers and parents work together on developing and strengthening their skills to support their children’s needs via class dojo.	Parents are guided by teachers. The use of video enables teachers to see the parent’s skills in action (and vice versa) and they can advise when necessary.	4, 5,
Parents are able to follow a sleep routine with their children	<p><i>Findings strongly suggest that:</i></p> <p><i>(a) students of different education levels (from school to university) are chronically sleep deprived or suffer from poor sleep quality and consequent daytime sleepiness;</i></p> <p><i>(b) sleep quality and quantity are closely related to student learning capacity and academic performance;</i></p> <p><i>(c) sleep loss is frequently associated with poor declarative and procedural learning in students;</i></p> <p><i>d) studies in which sleep was actively restricted or optimized showed, respectively, a worsening and an improvement in neurocognitive and academic performance. These results may be related to the specific involvement of the prefrontal cortex (PFC) in vulnerability to sleep loss.</i> <b>Sleep loss, learning capacity and academic performance</b> Panel Giuseppe Curcioa Michele Ferraraab LuigiDe Gennaroa</p>	4, 5,
COVID 19 support plan for parents to support potential disruption to learning/education.	A clear plan of support/action for families who may continue to be impacted by COVID 19 including access to remote provision (remote learning policy) and support from additional professionals.	4, 5, 6

<b>Total allocated per area</b>  <b>£ 79,537</b>	<b>Teaching ( CPD, recruitment and retention)</b>	<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions) eg, equipment</b>	<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>
<b>Funding</b>	Price, PODD, Challenge partners <b>£12,500</b>	Staff 6: 9 pupil ratio, Lifeguard Music therapist, Equipment (standers/Walkers), ICT equipment (Ipads), ICT software (Iris) <b>£55,000</b>	Care coordinator Educational psychologist <b>£12,037</b>

**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 Due to COVID-19, pupil progress was not obtained in the usual way at Waverley. All pupils' targets were measured against their baselines from Autumn term and all pupils were assessed on the Waverley Steps curriculum for the year. There are gaps in the data due to school closures and/or pupil non-attendance at school due to the various lockdowns and number of COVID cases across the year at the school. The impact of progress for Pupils in receipt of Pupil Premium compared to pupils not in receipt of Pupil Premium is detailed below:

	In receipt of Pupil Premium (61 pupils = 52%)				No Pupil Premium (56 pupils = 48%)			
Communication	21%	28%	31%	20%	19%	23%	29%	29%
Cognition	21%	29%	31%	19%	20%	27%	30%	23%
Physical Development	19%	27%	23%	31%	20%	30%	25%	25%
SEMH	13%	28%	36%	23%	18%	25%	34%	23%
PSHE	16%	25%	31%	28%	13%	29%	34%	24%

Pupil Premium compared to non Pupil Premium



As detailed in the table and chart, there is little variation in the progress made between pupils in receipt of pupil premium and those who are not. Pupils in receipt did slightly better in communication and PSHE. There has been a big focus on supporting pupils' communication needs because of the impact of COVID and the regression of skills in this area. Close liaison with parents and other service providers has helped to lessen the gap and provide a network of support around the pupils and their families during these unprecedented times. Staff at the school have worked hard to ensure the use of additional AAC (Augmentative and Alternative Communication) is relevant for

the pupil and is used both at school and at home. The on-site Speech Therapists have supported this where needed and equipment has been modified where required. Staff have worked with families to model the use of this equipment to support communication at home so that skills are transferred from home to school and vice versa.

## 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