

Pupil Premium statement

Selwyn Hall School is committed to being a fully accessible and inclusive school which welcomes diversity. Meeting the needs of all pupils underpins all our teaching and support services to ensure the best learning opportunities and experiences are provided for all our pupils.

Pupil premium money at Selwyn Hall School is used for therapeutic interventions aimed at addressing our pupils social, emotional, and mental health needs. Such interventions may include: play therapy, talking therapy, theraplay, block therapy. We also use a large part of our money to fund a SALT to work with our pupils once a fortnight. Implementing these therapeutic approaches can help mitigate non-academic barriers to learning, thereby promoting better academic performance and overall well-being among our pupils.

Two members of staff are being trained in ELSA and will begin to implement further intervention sessions for pupils.

Sports Premium Statement

Selwyn Hall School does not receive PE and Sport premium for our pupils at present.

Targets for this academic year 24 – 25:

Many of the challenges faced by our pupils include:

	Detail of challenges
1	Our pupils need considerable, on-going support to aid progress throughout their schooling. Whilst the types of barriers to learning and the difficulties our students experience vary, their overall academic progress tends to be lower in some subjects compared to their peer group in mainstream settings.
2	Our pupils are generally more likely to have language comprehension difficulties compared to students in other educational settings.
3	Some of our pupils have experienced considerable loss of learning due to being out of education for a time; this in itself can add to heightened anxiety around being in a school setting compared to their peers in mainstream education.
4	Our pupils have greater challenges around communicating and expressing their needs than their peers in mainstream settings, including non-verbal, limited language and social interaction difficulties.
5	Many of our pupils have experienced adverse childhood experiences (ACEs) and trauma, which impact their ability to regulate emotions, form trusting relationships, and engage in learning. These challenges require a trauma-informed approach to create safe and supportive environments for learning and growth.
6	Many of our pupils often generally have fewer opportunities to develop cultural capital outside of school
7	Many of our pupils often require additional support to develop their confidence and personal skills, e.g. cooking, independent travel
8	Assessments, observations and discussions with students and families demonstrate that the education, wellbeing and wider aspects of development of many of our students are improved by this additional funding.

Activity Evidence that supports this approach Challenge number(s) addressed:

Activity	Evidence to support this approach	Challenges addressed
Speech and Language Therapist (SALT) with a literacy programme embedded within a trauma-informed, whole-school approach to developing language and communication skills.	Selwyn Hall School employs a SALT (once a fortnight) who conducts initial assessments for every student upon admission. The SALT designs individualised speech and language therapy programmes and delivers a cross-curricular programme. Oral language interventions EEF	1,2, 4
Every student receives daily sessions on reading and language comprehension using a trauma-informed, cross-curricular approach.	Every child at Selwyn Hall engages in 1:1 or independent reading at a designated time of the day; alongside this, they are taught comprehension skills. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Reading comprehension strategies EEF	1, 2, 3, 4,
Trauma-informed mentoring and well-being support programmes to build emotional resilience and independent skills.	Evidence shows that trauma-informed mentoring improves emotional regulation, builds trust, and enhances students' readiness for learning and personal development. Regular sessions with a trusted adults focussing on fostering resilience and preparing students for adulthood. Mentoring EEF	1, 2, 3, 4, 5, 6, 7, 8
Emotional Literacy support programme (ELSA) used to support pupils on a personalised intervention	Assessments show that ELSA sessions are proactive. This means that there are targets for the ELSA to achieve with the young person. This makes the intervention measurable so the school knows the young person has made progress and the intervention has been successful. The targets are known as SMART – specific, measurable, achievable, realistic and time limited. What is ELSA Intervention? - Elsa Support	1, 2, 3, 4, 5,
Developing trauma- informed classrooms to remove barriers to learning, alongside staff training on trauma-informed teaching approaches	Developing trauma-informed classrooms to remove barriers to learning, alongside staff CPD on trauma-informed teaching approaches	1,2,3,5
Ongoing training for staff on trauma-informed approaches to teaching and behaviour management.	Evidence highlights that equipping staff with strategies to recognise and respond to trauma-related behaviours improves student outcomes, builds stronger relationships, and reduces barriers to learning caused by trauma.	1,2,3,5
Additional 1:1 support for all students when required	Selwyn Hall school will deliver flexible, needs-based interventions tailored to individual students ensuring they receive timely support to address specific academic and emotional challenges Individualised instruction EEF	1, 2, 3, 4, 5, 7
School working with outside agencies to gain support from specialists: CAMHS, Allyance, Sensi, Sensory	Selwyn Hall school engages with a range of specialists, working with our pupils. These interventions will focus and support adults on the ways in which pupils work with	1, 3, 4, 5, 7, 8

integrated occupational therapy	(and alongside) their peers, teachers, family or community. Social and emotional learning EEF	
Delivering daily 1:1 RWI or Fresh Start phonics sessions for all pupils who have reduced skills in reading and writing.	Selwyn Hall school are trained in the RWI programme and use this systematic approach to teach phonics. Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics EEF	1, 2, 3, 4, 5, 7, 8

This will be reviewed in September 2025.

Last academic year 23 – 24

Selwyn Hall school provided our disadvantaged pupils with therapeutic interventions aimed at addressing our pupils social, emotional, and mental health needs. These interventions included: play therapy, talking therapy, theraplay and block therapy. All pupils were supported in reading strategies and one ELSA teacher was trained and delivered ELSA interventions for our pupils which had a positive effect. All pupils who required 1:1 support received this and adults in classrooms were used strategically to support and address the needs identified with pupils learning as well as SEMH needs.

Impact of that expenditure on eligible and other pupils:

All children made progress in respect to their EHCP targets and those disadvantaged pupils also developed confidence and self-esteem. Those pupils who were out of education, have been in school consistently and the use of trusted adults has helped pupils start to build their self-regulation skills and has supported them in their understanding of their emotions.