

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, Lego therapy and ELSA interventions. 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 trained in ELSA and now implement weekly intervention sessions for pupils.

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

Targets for this academic year 25 – 26:

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, resilience and life 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. The RWI phonics scheme is taught to all pupils who are not yet reading and reading strategies including decoding and comprehension are taught. 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. Some disadvantaged pupils may have low prior attainment in reading. If a pupil is struggling to read, there could be a range of reasons, and a combination of approaches may be necessary. Careful diagnosis of the pupil's need should guide the way forward. Solutions may include phonics, reading comprehension and oral language approaches. 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. Staff ensure that classrooms are inclusive to the pupils in their classes in respect of sensory, stimulants, lighting, seating.	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. Our behaviour system is now embedded and a reduced number of incidents over time show that the approach and systems developed, support pupils in line with their needs and are having positive effects on behaviour.	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.	1, 2, 3, 4, 5, 7

	<p>Staff are quick to notice where 1:1 support is needed, early on in a pupil's transition and work is completed with parents/carers and the LA to ensure the pupil gets the 1:1 support they need to succeed. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding and to pre teach and fill gaps in learning at a quicker rate.</p> <p>Individualised instruction EEF One to one tuition EEF</p>	
School working with outside agencies to gain support from specialists: CAMHS, Allyance, Sensi, NESSIE, Sensory integrated occupational therapy	<p>Selwyn Hall school engages with a range of specialists, working with our pupils.</p> <p>These interventions focus and support adults on the ways in which pupils work with (and alongside) their peers, teachers, family or community. Regular meetings are held to ensure those involved in the pupil's care and learning are working cohesively</p> <p>Social and emotional learning EEF</p>	1, 3, 4, 5, 7, 8
Delivering daily 1:1 RWI or Fresh Start phonics sessions for all pupils who have reduced skills in reading and writing.	<p>Selwyn Hall school are trained in the RWI programme and use this systematic approach to teach phonics daily to those who need it. 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 improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics EEF</p>	1, 2, 3, 4, 5, 7, 8
Delivering a careers curriculum	<p>A careers curriculum is in place and is taught to classes weekly; this curriculum provides pupils with opportunities to explore different routes into careers, as well as teaching them about finances, contracts, hierarchy in the workplace and learning what skills are needed for careers. These lessons support pupils to develop aspirations for the future and to have the confidence to set themselves a goal.</p>	1 - 8
Providing opportunities for enrichment and cultural capital	<p>School provides many opportunities for pupils to experience different activities, incorporating valuable life skills practice, as well as ensuring key EHCP targets are being worked on. These extra experiences can range from animal care, visitors in school, as well as trips out to places.</p> <p>These experiences build important confidence, resilience and independence in pupils, as they learn to navigate the world outside of school such as public transport, public places, expectations, changes in plans.</p>	4, 6, 7
Providing pupils with KS3 specialist teachers in core subjects	<p>In KS3 and KS4, the pupils access secondary specialist teaching for English, maths and science daily; the teaching staff ensure high aspirations for the pupils, including them accessing work towards qualifications such as ASDAN, functional skills and some GCSE's.</p>	1, 2, 3, 4, 7
Mentoring	<p>Some students receive mentoring from a positive staff role model, to help build confidence and relationships, to develop resilience and character, or to raise aspirations. Mentoring works well with those 'hard to reach pupils' who struggle with forming bonds.</p> <p>Some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Mentoring EEF</p>	1, 2, 3, 4, 5, 7, 8
Social and emotional learning interventions	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils such as poorer mental health and lower academic attainment.</p>	4,5

	<p>SEL interventions in education are shown to improve SEL skills and support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social stories, reflective practice, zones of regulation are all used regularly to help pupils build their social n emotional learning</p> <p>Social and emotional learning EEF</p>	
Self-regulation interventions	<p>Some studies suggest disadvantaged pupils are less likely to use metacognitive and self-regulation strategies unless explicitly taught to do. Staff use co-regulation strategies to support and help pupils to be able to support their own self-regulation. Regularly supporting in dysregulations and at high emotional times to find ways which help the pupil and to give gentle reminders and support to implement this, until it becomes the pupil using the strategy without instruction.</p> <p>Metacognition and self-regulation EEF</p>	1, 2, 3, 4, 5, 7, 8
Access to golden time clubs in school, to enrich experiences and provide club style activities with whole school engagement	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Regular opportunities for physical activities within the school day, as well as providing the golden time clubs daily, help pupils to gain new experiences in activities such as: box fit, yoga, dance, singing, art classes, cookery, volleyball, basketball.</p> <p>Physical activity EEF</p>	2, 4, 5, 6, 7, 8
Smaller class sizes	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>At Selwyn, class sizes are a maximum of 6 pupils, where pupils are given space, less sensory overload from a crowded classroom, an adapted classroom to suit all style of teaching and a classroom where every pupil is given time and patience in their learning and with their needs.</p>	1 - 8

This will be reviewed in September 2026.

Last academic year 24 – 25

Selwyn Hall school provided our disadvantaged pupils with a range of opportunities including experiences, life skills and valuable confidence building, as well as delivering interventions aimed at the pupil's specific needs. Everything we do at Selwyn is always with pupil's social, emotional, and mental health needs at the forefront, which lead to engagement and learning with positive impact. SALT sessions were seen to show good progress in those who took part; one particular pupil is now talking much more and understanding language better as a result and is now able to communicate effectively with a reduced number of dysregulations from frustrations in communication. ELSA sessions show positive outcomes, with class staff seeing pupils gain much benefit from these and using strategies in the classroom. RWI continues to see pupils making progress in reading and reading ages are improving across the school.

All pupils who required 1:1 support received this and have been given access to a pool of 1:1 adult to ensure we are supporting work on pupil's attachments, enabling them to build further trusted relationships.

Strategic support, an individualised curriculum, a school built on nurture and relationships and an inclusive community all underpin the interventions, learning and experiences for pupils to make progress.

Impact of that expenditure on eligible and other pupils:

All disadvantaged pupils made progress in respect to their EHCP targets, in line with other pupils at school; disadvantaged pupils also developed more confidence, self-esteem and independence.

Pupils who joined, who had been out of education for a number of years have been in school consistently and the role of every adult in school have contributed to building strong relationships with pupils and providing them with a safe and nurturing environment where they can begin their school journeys again.

The behaviour system, now embedded, has shown a reduction in behaviour incidents overall, with pupils knowing the systems and it provides them with a security in rules, routines and structure.