

Pupil premium strategy statement – Amwell View School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	195 (167 Yr1-Yr11)
Proportion (%) of pupil premium eligible pupils	29.7% (58 pupils / 167)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	06/10/2025
Date on which it will be reviewed	September 2026
Statement authorised by	Neil Ward
Pupil premium lead	Neil Ward
Governor / Trustee lead	Sarah Draper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,390.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£74,390.00

Part A: Pupil premium strategy plan

Statement of intent

Amwell View School's intention is that all pupils, irrespective of their background or the challenges they face, make good progress, develop confidence and build self-esteem.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Although children's severe learning difficulty remains the primary need and barrier to learning the teaching team plan a broad and balanced curriculum to consider all potential areas to support progress.

It is our intention that non-disadvantaged pupils' progress and achievement will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, evidenced through robust formative and summative assessment. The approaches we have adopted complement each other to help pupils to develop in the context of their ability.

To ensure they are effective we will:

- ensure disadvantaged pupils are supported to make progress in the context of their ability
- through robust formative assessment the teaching team will respond proactively to the needs of every child with an awareness of disadvantaged pupils
- foster a school culture that encourages wider opportunities for all children taking into account economic and social barriers. Use a wide variety of enrichment and extra-curricular activities to build pupils confidence and self-esteem.

Challenges

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

Challenge number	Detail of challenge
1	Pupils with severe learning difficulties and physical disabilities are the primary barrier to engagement and learning. The disadvantage gap can further impact a child's opportunity to access curricular extension (Booster Sessions), wider curriculum and extra-curricular opportunities.
2	Attendance needs to be monitored closely to consider potential barriers which will include those pupils who are disadvantaged.
3	Behaviour, mental health and wellbeing. Due to pupils complex needs this often leads to social isolation outside of the school environment and limited opportunities to interact and socialise.

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 reduce the disadvantage gap by providing opportunities to access curricular extension (Boosters Sessions), wider curriculum, off-site opportunities and extra-curricular opportunities.	The disadvantage gap reduces and more pupils access curricular extension through Booster Sessions, the wider curriculum, off-site and extra-curricular opportunities.
Attendance Officer to monitor attendance of disadvantaged pupils.	Attendance Officer to generate reports and meet with HT at least once a half-term. Reports to be shared with governors. Work closely with Hertfordshire Attendance Team to support improved attendance for identified disadvantaged pupils.
To improve disadvantaged pupils wellbeing.	Disadvantaged pupils access school holiday clubs and social opportunities.

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

Budgeted cost: **£58,739.00**

Lunch Time Clubs	£2,890.00
After-School Clubs	£21,320.00
Additional Staff	£8,978.00
Music Therapy	£4,420.00
Booster Sessions	£5,297.00
Hydrotherapy Swimming Staff	£4,902.00
Off-Site Swimming subsidy	£2,498.00
Horse Riding RDA subsidy	£684.00
Specialist Equipment	£2,250.00
Promoting Independence	£5,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess and identify areas to develop our curriculum to further enrich pupils' educational experiences. This will be achieved through: • Staff training and development, • Opportunities for regular professional dialogue to support reflection and identification of areas of improvement. • Subject Leads to regularly review our curriculum approach and the impact on pupils with a focus on identified groups such as those who are disadvantaged. • Subject handbooks and overviews to be regularly updated to reflect change and published on the website. • Community Cohesion Lead to monitor and improve opportunities to extend both on-site and off-site learning and enrichment activities. • Off-Site Visit Lead to monitor the number of off-site learning and enrichment activities carried out across the school year. • Lunch-time and After-School to provide breadth of curricular extension and extra-curricular opportunities for all pupils. Middle Leaders to provide key data and impact of clubs to SLT and Governors.	EEF research highlights the benefits and impact of targeted interventions. The regular opportunities for staff dialogue and CPD provides a reflective approach which in turn influences positive change that benefits both staff and pupils.	1

Targeted academic support

Budgeted cost: **£1,368.00**

Attendance Champion

£1,368.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the monitoring and communication between education staff, parents and the local authority attendance team. Use attendance data effectively to inform actions to support identified groups or individuals to improve school attendance and in turn progress. • Attendance Officer identified who will run key attendance reports weekly to monitor trends and inform SLT accordingly. • Attendance Champion to ensure communication is effective between parents, school leaders and the local authority attendance team. • Headteacher to provide attendance updates for Governors in the Headteacher Report. The report will identify key groups such as pupils who are disadvantaged and will track attendance over time.	DFE guidance recognises the importance of engagement between home and school to improve attendance rates of pupils and the importance of a rigorous approach.	2

Wider strategies

Budgeted cost: **£14,283.00**

Easter Holiday Club	£5,373.00
Summer Holiday Club	£8,910.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support pupils to develop their confidence and self-esteem through a fun, safe and varied holiday club programme of activities. Use a multidisciplinary approach to ensure that pupils access activities outside of the school day. - Encourage as many pupils / families to access Amwell View's holiday clubs. - Analyse holiday club attendance to better understand the barriers to attend. To work with social care and health professionals to support and increase extra-curricular opportunities in the community where possible. - To use CIN meetings and the mental health support team to work proactivity with parents and professionals to overcome barriers to attending extra-curricular opportunities.	EEF research highlights the benefits and impact of targeted interventions. Working proactively in a Multidisciplinary Team ensures that barriers are overcome to provide pupils with wider opportunities both inside and outside of school.	3

Total budgeted cost: £74,390.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Amwell View School SLT have analysed the specific barriers to learning for individual pupils and used this information to make decisions about PP spending for 2024-25

Record of Pupil Premium Grant Spending by Item/Project 2023-2024				
Year Group	Item/Project	Cost	Objective	Outcome Review
Whole School	Lunchtime Clubs	£ 2,800.00	Developing social skills with a range of pupils in different year groups with similar interests. Improving access to learning through fun sessions, lunchtime clubs include: Choir, Percussion, Music Technology, Dance, Sensory, Boccia and Makaton.	Improved self-esteem, confidence and social skills which supports progress across the curriculum. Particular impact is seen in PSHE, PE and Music. Opportunity to develop and learn new skills, perform and be active and have talents recognised and nurtured.
Lower School	After School Club - (Total cost after parent contribution)	£ 20,500.00	Developing social skills with other pupils in different year groups. Improving learning through fun sessions, after school clubs include: Football Fitness, Junior Swim Club, Sensory Club, Junior Messy Play Club, Performing Arts Club, Junior Rock Club, Sensory Story Club.	Improved confidence and social skills through having the opportunity of accessing interests outside of school. Interacting and building relationships with peers and staff outside of own class. After schools clubs extend the school day contributes towards the notion of a 24 hour curriculum.

Upper School	After School Club (Total cost after parent contribution)		Developing social skills with other pupils in different year groups. Improving learning through fun sessions, after school clubs include: Upper School clubs; Rock Club, Football Club, The Skills of Life Club, Cooking Club, and Unique Dance Club .	Improved confidence and social skills through having the opportunity of accessing interests outside of school. Interact and build relationships with peers and staff outside of own class. Opportunity to transition to community clubs. After schools clubs extend the school day contributes towards the notion of a 24 hour curriculum.
Year 4-14	Holiday Club (Easter) (Total cost after parent contribution) - 3 days	£ 4,050.00	To provide supervised play sessions where the structure supports children's ability to engage in meaningful activities. To develop hobbies and interests building upon experiences and opportunities the young person has an interest in.	Opportunity to take part in structured engaging activities during the school holiday period. The activities provide pupils with an opportunity to have fun in a safe and familiar environment with trained known staff who understand their needs. This also provides valuable respite for parents during the longer holidays.
Year 4-13	Holiday Club (Summer) - (Total cost after parent contribution) - 6 days	£ 8,100.00	To provide supervised play sessions where the structure supports children's ability to engage in meaningful activities. To develop hobbies and interests building upon experiences and opportunities the young person has an interest in.	Opportunity to take part in structured engaging activities during the school holiday period. The activities provide pupils with an opportunity to have fun in a safe and familiar environment with trained known staff who understand their needs. This also provides valuable respite for parents during the longer holidays.
Whole School	Additional Staff	£ 8,700.00	Improving the opportunities for pupils to access differentiated learning within the curriculum.	Greater opportunity to access differentiated learning within the class room or within specialist curriculum areas.

Whole School	Specialist Equipment	£ 2,250.00	Improving the opportunities for pupils to access meaningful appropriate challenging learning and access new opportunities.	Enable pupils to access meaningful appropriately challenging learning and access new opportunities.
Lower School	Hydrotherapy Pool Staff	£ 4,750.00	Lower school pupils will be able to improve their water confidence and learn to swim in a safe environment.	Improved water confidence as the pupils move through the school enabling them to access leisure pools in the community, whether school lessons or community sessions. Pupils learn an important life skill and are able to enjoy and have fun swimming with their family and peers.
Whole School	Music Therapy	£ 4,750.00	Amwell View employs a full-time Music Therapist to work with pupils who may be referred by any professional involved in their care and by parents, which includes all PPG pupils. The shared belief is that each child is unique with his or her own special response to music and sound. The therapist will seek to encourage this natural response by responding himself with music/sounds/words to anyway the child is able to communicate. It is the hope that the relationship between pupil and therapist will be the basis for new experiences of interacting, leading to development and progress.	With its contribution to the overall development of the child considering emotional, developmental and physical needs, the process is accessible for all the pupils across the age range. The therapist will make an assessment and recommend either ongoing individual work or work in a small group.

Upper School	Promoting Independence (Life Skills)	£ 5,500.00	To use a personalised programme to support PPG pupils to improve their independence skills and prepare for life after school. Working with a dedicated HLTA the students will work in small groups to develop their skills, confidence and independence.	Manage Money; Plan a journey on Transport; Independent living, preparing simple meals, cleaning and washing; Leisure activities, accessing community provision, getting prepared for life after school.
Whole School	Booster Sessions	£ 5,093.00	To support pupils who need extra curricular development to extend and challenge them in a smaller group or 1:1 session with peers who are at a similar cognitive level. The sessions also support the development of early reading skills and Phonics. These sessions have also been used to support the transition for pupils who require an LD provision.	Two pupils were able to be placed in Middleton School (LD) setting. Sessions continue to support pupils to make expected progress and to extend their curriculum and social experiences outside of their class group.
		£ 69,010.00		

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Horse Riding	Horse-Riding for the Disabled
Swimming Lessons	Hartham Sports and Leisure Centre
PE Lessons	Inclusive United
Science Lessons	Ranger Stu
Topic Sessions	Sally Squiggles