

# Stebon Primary School SEND Funding Report – Summer 2022

## Key Question

Are pupils with SEND at Stebon making good or better progress as a result of how we allocate funding for pupils with SEND?

## Stebon's SEND Profile

Number of pupils with an EHCP: **37** (33 in 2021)

Number of pupils receiving school support: **210** (169)

Total number of pupils with SEND: **247** (202)

## Specific categories of need

Hearing impairment - 3

Severe learning difficulties - 11

Speech language and communication - 134

Visual impairment - 1

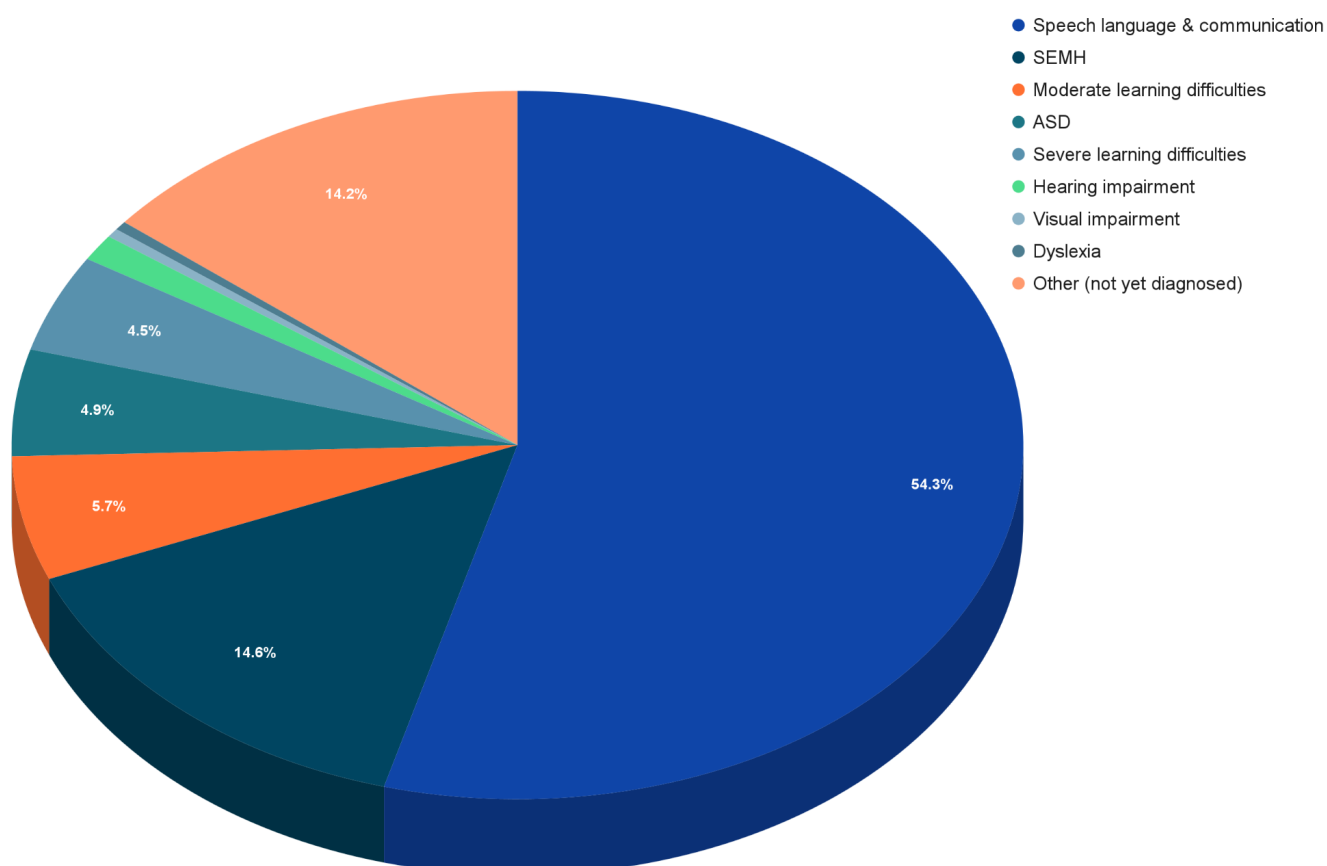
Other (not yet diagnosed) - 35

Moderate learning difficulties - 14

SEMH - 36

ASD - 12

Dyslexia - 1



## Plan for this year's spending 2022-23

### How much funding are we getting this financial year?

Stebon will receive **£283,380** (£268,575 last year) for the **37** pupils with Education Health Care Plans (EHCP). **4 EHCPs** are currently waiting at panel and an additional **10 children** have been identified for a potential EHCP application. These applications are awaiting assessments from external agencies and are intended to be submitted during the 2021-2022 academic year.

In addition to this amount, we are directed to use a proportion of the delegated budget to meet the needs of pupils with SEND who do not attract additional funding and to provide extra provision for those with an EHCP. This funding is called 'notional' funding and will total **£1,070,053** in 2022-2023. (£1,157,556 last year).

**Total SEND funding 2022/2023 = £1,353,433** (EHCP + notional funding) (£1,426,132 last year)

### What are we planning to spend it on?

TA support x 26	£732,132
Apprentice TA x 2	£30,232
CT catch-up +TLR 0.6	£34,465
DHT Inclusion 0.6	£52,771
Speech & language Therapist	£51,030
Learning mentor x 2	£62,064
RJ Learning mentor part time	£5,971
HLTA x 4	£120,652
Cover supervisor 0.6	£15,637
Social Worker	£16,680
Ed Pysch SLA	£22,080
Inclusion resources	£18,000
Residential subsidy	£20,787
SENCO	£73,188
Play therapist	£10,500
TA overtime	£1,000
MMT overtime	£5,300

Family Engagement officer 0.4	£14,674
Family Engagement assistant 0.4	£5,049
Magic breakfast staffing	£4,680
Magic breakfast resources	£750
Parental involvement activities	£1,000
Attendance strategies	£1,000
Outdoor learning experiences	£5,000
Saturday School	£25,097
Mental health initiatives/support post Covid for students and families	£6,203
SEN transport	£500
Sensory room	£10,000
Structured playtimes resources	£500
Nurture room resources	£1,000
Thematic curriculum resources for P-level programmes	£500
Lexia	£1,000
Speech bubbles	£3,991

**Total SEND funding 2022/2023 = £1,353,433**

### **Evaluation of last year's spending**

#### **1. How much funding did we get last financial year?**

Stebon received **£268,575.54** for the **33** pupils with Education Health Care Plans (EHCP). In addition to this we were directed to use a proportion of the delegated budget to meet the needs of SEN pupils who did not attract additional funding and to provide extra provision for those with a Statement or EHCP. This funding was called 'notional' funding and totaled **£1,157,556.56** in 2021/22. It was comprised of:

- 2.5% of AWPU funding
- 50% of deprivation funding
- 100% of prior attainment funding

**Total SEND funding 2020/21 = £1,426,132.10** (EHCP funding + notional funding)

**What was it spent on?**

TA support x 26	£732,132
Apprentice TA x 2	£30,232
AHT recovery	£80,000
CT catch-up +TLR 0.6	£34,465
DHT Inclusion 0.6	£52,771
Speech & language Therapist	£51,030
Learning mentor x 2	£62,064
RJ Learning mentor part time	£5,971
HLTA x 5	£150,815
Social Worker	£16,680
Ed Psych SLA	£22,080
Inclusion resources	£18,000
SENCO	£73,188
Play therapist	£10,500
TA overtime	£1,000
MMT overtime	£5,300
Family Engagement officer 0.4	£14,674
Family Engagement assistant 0.4	£5,049
Magic breakfast staffing	£2,340
Magic breakfast resources	£750
Parental involvement activities	£800
Attendance strategies post COVID	£1,000
Outdoor learning experiences to replace residential post COVID	£5,000
Saturday School	£25,097
Mental health initiatives/support post Covid for students and families	£6,203
SEN transport	£500

Resources to support virtual schooling	£2,000
Sensory room	£10,000
Structured playtimes resources	£500
Nurture room resources	£500
Thematic curriculum resources for P-level programmes	£500
Lexia	£1,000
Speech bubbles	£3,991

**Total SEN Spending £1,426,132**

## **2. How did our SEND spending in 2021/2022 have an impact on the progress of SEND pupils?**

Our prime goal with funding for SEND is to maximise the proportion of pupils with SEND achieving at age related expectations by the end of KS2.

### **The big picture**

- The proportion of pupils with SEND is increasing annually
- The proportion of pupils with SEND working at the expected standard in EYFS is well below that of others
- This proportion increases significantly by the end of KS2
- This is as a direct result of targeted support & interventions.

### **End of KS2**

There are 27 children in the year 6 cohort who are identified as having SEND needs. We predict 44% of this SEND group will meet age related expectations in Reading, Writing and Maths at the end of the key stage

### **End of KS1**

There are 22 children in the year 2 cohort who are identified as having SEND needs • 35% of this SEND group have met age related expectations in Reading, Writing and Maths at the end of the key stage

### **Speech, language and communication needs**

We continue to focus on the speech, language and communication needs of pupils and their families. 54% of the children on the SEND register are identified solely as having speech and language needs.

Our speech and language therapist, Ed, trained teachers, teaching assistants, HLTAs and nursery nurses across the school and monitored delivery and progress. He also worked closely with 4 SALT students who focused on assessment in the EYFS, so that the children start the new academic year ready to begin their interventions.

Ed has continued to work with parent groups this year, particularly in the EYFS, and has trained staff on new interventions for our severely delayed children including attention bucket sessions.

Speech Bubbles has continued with a focus on year 1, who were identified as one of the year groups who had been impacted the most by the pandemic, and once again this has had an impact on children's confidence and speech and language skills.

Next steps for 2022-2023:

- to focus on oracy as part of the English EDP priority
- to develop SALT provision so it is of the highest quality across the school

### **Social and emotional wellbeing needs**

The social and emotional wellbeing of pupils and their families has continued to be a focus for inclusion this year. Many children have struggled returning to school this year after the pandemic with the trauma they have faced. We continue to use our online behaviour log to help us identify children who are struggling with feeling safe. CPOMS, our safeguarding database, continues to ensure robust safeguarding procedures across the school for our families. We have seen a significant rise in cases of domestic violence, parents poor mental health and children experiencing physical chastisement. We currently have 9 children on CP plans, 13 children in CIN plans. Our school based social worker supports 20 families with TAC/TAF plans at an early help level.

The inclusion lead has attended a range of trauma training this year to begin to understand how we can ensure we are using trauma informed approaches at school. We have also begun a partnership with THEWS (Tower Hamlets Education Wellbeing Service) and BASS (behaviour and attendance support service) to help identified children and families with behavioural support at home and at school. THEWS works predominantly with parents to support behaviour at home and BASS have worked with identified classes as well as individual children.

Next steps for 2022-2023:

- to disseminate and embed trauma-informed practices across the school

### **Nurture base**

We continue to use our nurture base to support the children with their social and emotional wellbeing. We have also developed its use for children with severe learning difficulties so that they have a space to learn at their level.

We have continued to develop the use of P levels on Classroom Monitor so that our SEND children's assessment is in line with the rest of the school. This system is designed to show progress in smaller steps to assess pupils' individual learning targets.

To complement the broad and balanced curriculum offered at Stebon, children assessed on P levels participate in intervention groups to progress their learning in reading, writing and maths. Intervention groups included:

- Phonics
- Reading recovery (KS1 only)

- Reading revival (KS2 only)
- Lexia reading
- Writing
- Numicon

Next steps for 2022-2023:

- to support our new SENCO to become confident and established in the role
- to develop high quality provision for children with severe learning difficulties including life skill passports