

# Stebon Primary School SEND Funding Report – Summer 2023

## 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: **50** (37 in 2022) + **2 pending**

Number of pupils receiving school support: 162 (169 in 2022)

Total number of pupils with SEND: **212** (202 in 2022)

## Specific categories of need

Hearing impairment - 2

Severe learning difficulties - 4

Speech, language and communication - 148

Visual impairment - 1

ADHD - 3

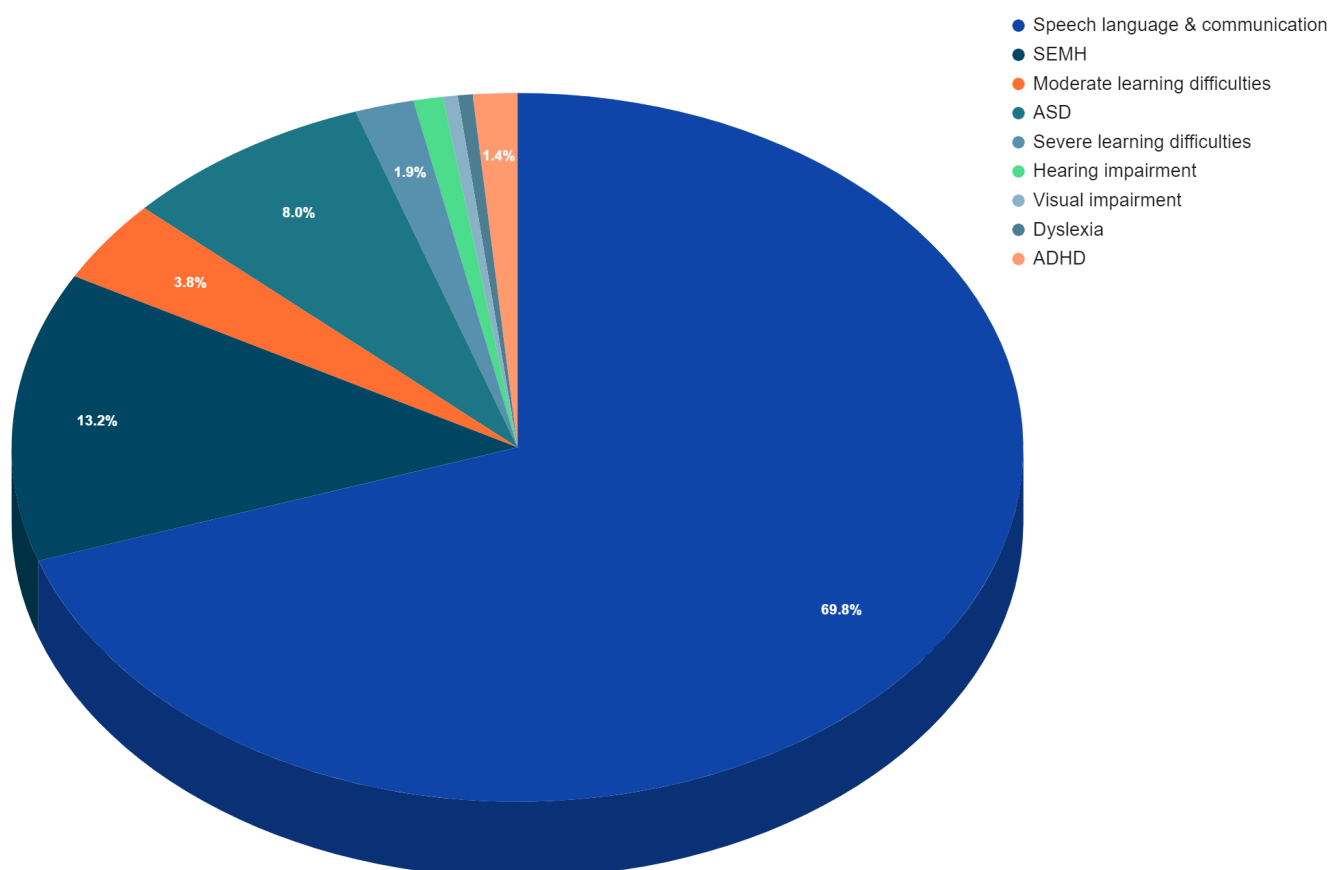
Other (not yet diagnosed) - 0

Moderate learning difficulties - 8

SEMH - 28

ASD - 17

Dyslexia - 1



## Plan for the coming year's spending 2023-24

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

Stebon will receive **£477,010** (£283,380 last year) for the **50** pupils with Education Health Care Plans (EHCP). **2 EHCPs** are currently waiting at panel and we have 2 new starters joining us in September with an EHCP already in place. We currently have **8 children** who have been identified for a potential EHCP application for next 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 **£1,178,576** in 2023-24. (£1,070,053 last year).

**Total SEND funding 2023-24 = £1,655,586** (EHCP + notional funding) (£1,353,433 last year)

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

TA support x 29	£968,600
HLTA x 4	£158,840
Learning mentor x 2	£76,562
SENCO	£66,480
DHT Inclusion 0.6	£62,130
Speech & language Therapist	£45,225
Saturday School	£34,000
Temp support staff incl apprentices	£31,007
Social Worker	£30,884
Family Engagement officer 0.5	£26,204
Residential	£25,000
Cover supervisor 0.6	£20,794
Inclusion resources	£18,000
Ed Pysch SLA	£14,640
Magic breakfast staffing	£13,263
Swimming SEND groups	£11,701
Sensory room	£10,000

Mental health initiatives/support post Covid for students and families	£7,000
MMT overtime	£6,500
Attendance and welfare SLA	£6,430
Outdoor learning experiences	£5,000
Speech bubbles	£3,991
TA overtime	£2,000
Now Press Play	£1,835
Magic breakfast resources	£1,500
SEN transport	£1,500
Thematic curriculum resources for P-level programmes	£1,500
Parental involvement activities	£1,000
Attendance strategies	£1,000
Structured playtimes resources	£1,000
Nurture room resources	£1,000
Lexia	£1,000

**Total SEND funding 2023-24 = £1,655,586**

## Evaluation of last year's spending - 2022-23

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

Stebon received **£283,380** for the **36** 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 **£1,070,053** in 2022/23. It was comprised of:

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

**Total SEND funding 2022-23 = £1,353,433** (EHCP funding + notional funding)

### What was it spent 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 SEN Spending £1,353,433**

## **2. How did our SEND spending in 2022-23 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**

- *Pupils with SEND do very well and make good progress because needs are identified early & appropriate interventions put in place*
  - The % of pupils with SEND is increasing annually
  - We have had a significant increase in the number of children diagnosed with ADHD
  - We have seen an increase in parental concerns around their children having dyslexia
  - The % of pupils with SEND working at the expected standard in EYFS is well below that of others
  - The % of children working at expected levels 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 56% 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 31 children in the year 2 cohort who are identified as having SEND needs • 26% 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 early identification speech, language and communication needs of pupils and their families. 70% 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.

Speech Bubbles has returned with groups in year 1 and year 2. Once again this has had an impact on children's confidence and speech and language skills.

The school has adopted a Talk for Writing approach to English lessons, which has enabled a focus on oracy for SEND children.

Next steps for 2023-24:

- to research best practice with consideration of the Inclusion priority for 2024
- to develop SaLT provision and understanding of DLD (Developmental Language Disorder)

## **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. The cost of living crisis that has followed the pandemic has had a significant impact on families and therefore their children. We continue to use the behaviour log for children who need support to manage their emotions. We have used Educational Psychologist time to train support staff and learning mentors to deliver cognitive behavioural therapy for those most in need.

CPOMS, our safeguarding database, continues to ensure robust safeguarding procedures across the school for our families. Cases of domestic violence, parents' poor mental health and children experiencing physical chastisement have resulted in:

- 5 children on CP plans
- 11 children on CIN plans and
- 18 families with TAC/TAF plans at an early help level; these families are supported by our school based social worker

Next steps for 2023-2024:

- to continue to train staff in a variety of social and emotional interventions.

### **Inclusion team**

The new SENCO has grown in confidence and established herself in the role with support from a SEND consultant. Relationships with parents have flourished and there is a robust procedure for identification and review of the needs in the school.

A consistent approach to individual timetables and planning for children identified as SEND support level 3 or 4 has been introduced. This has helped support staff and children have a clear understanding of the learning and outcomes of each activity which is evidenced in special books. This has also ensured there is a record for further discussions in line management meetings.

Next steps for 2023-2024:

- to support the Midday Meal team with understanding the impact of SEN in their role and their interactions with children.
- to ensure the new approach to individual timetables and planning is well established across the school