# Pupil premium strategy statement - Walton Hall Academy

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

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| Detail | Data |
| Number of pupils in school | 2023-2024 - 201  2024-2025 - 216 |
| Proportion (%) of pupil premium eligible pupils | 48.76% - 2023/24  51.85% - 2024/25 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2024  2024-2025 |
| Date this statement was published | 01 October 2023 |
| Date on which it will be reviewed | 01 October 2024 |
| Statement authorised by | Julie Wood |
| Pupil premium lead | Julie Wood |
| Governor / Trustee lead | Keith Winstanley |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 71,400 – 2024/25 |
| Recovery premium funding allocation this academic year | £ 0 – recovery premium ceased in 2023/24 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £ 0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £71,400 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Walton Hall Academy we aim to deliver a unique, personalised curriculum that aims to meet the needs of all our learners. We nurture all our students and ensure that a one size fits one approach is applied to everything that we do. Through a creative and exciting curriculum, we enable our students to grow. We have high expectations of our students and encourage them to be the best that they possibly can be. We strive to develop their independence so that they can flourish in their adult lives.  Walton Hall Academy is whole heartedly committed to ensuring that all students, regardless of economic status, are provided with equal educational opportunities and support to ensure that expected or above progress is made. The targeted and strategic use of Pupil Premium will support us in achieving our vision. We will do this by:   * Ensuring that teaching and learning opportunities meet the needs of all the students providing them with an excellent education. * Providing excellent well-being support that breaks down barriers to learning to nurture confident and happy learners. * Where expected progress is not being made, making available a range of appropriate interventions to close progress gaps. * Offering a number of enrichment and engaging activities to raise aspirations and foster a positive attitude towards learning. * Providing resources and services that will enhance learning and positively impact on progress. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Social, emotional and mental health needs of students that impact on learning and development. |
| 2 | Historical gaps in learning that require addressing so children can access the curriculum and achieve as well as their peers. |
| 3 | Lower student attendance including emotionally based school avoidance, creating further gaps in knowledge and understanding. |
| 4 | Lack of equipment, resources, funds and uniform meaning potentially less opportunity outside of school for enrichment activities. |
| 5 | Challenging out of school environments and situations that mean children are less ready to learn at school. |
| 6 | Limited engagement of some parents/carers in children’s learning and the wider academy life. |

## 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.

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| Intended outcome | Success criteria |
| Improve behaviour and barriers to learning through positive rewards and behaviour systems. | * Reduced number of negative points for disadvantaged students. * Increased number of students gaining reward badges and trips. |
| Improve programmes and therapies to support students emotional and mental health. | * Reduced number of safeguarding concerns raised and behavioural incidents. * Improved attendance. * Improved engagement in learning. |
| Increase reading ages and abilities through establishing a whole school approach to reading including targeted interventions to narrow gaps. | * Improved reading ages. * Most PP student meeting or exceeding targets. |
| Improved communication and relationships with parents to better support students educationally, emotionally and socially. | * Reduction in home issues recorded on MyConcern. * Increased attendance at school events. |
| All students have equal opportunities for cultural capital through access to a creative curriculum, learning outside the classroom, music tuition, breakfast clubs and any activity requiring funding. | * All students take part in all lessons. * No PP student goes hungry. * Students have several experiences each year beyond those in the classroom. |
| Attainment gap narrowed through the delivery of a range of broad and varied interventions. | * Most PP student meeting or exceeding targets |
| Access to technology increased to enhance teaching and learning across all subjects. | * iPad technology used in most lessons increasing student engagement. * All PP students have access to their own iPad device. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £9,730**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Forest school teacher  **(£6,450)** | Forest school and learning in the outdoors enables students increase in their self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. | 1 and 3 |
| Teacher CPD – cost of courses and time for staff to attend (Non-directive therapy training, NPQSENCO, Wellbeing Champion Apprentice, Senior mental health lead, ELSA training, Duke of Edinburgh and verifier training, Wilderness Therapy Training)  **(£3,280)** | Upskilling staff to deliver outstanding lessons and supporting staff development known to bring around better outcomes for students. | 1 and 2 |

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

**Budgeted cost: £31,290**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional staffing – Oasis Centre – 1 HLTA and 1 Grade 6 TA employed to deliver 1:1 academic and well-being interventions and in class support.  Plus, HLTAs supporting sensory integration interventions, communication on the farm interventions, music interventions, speech and language interventions and physiotherapy interventions.  **(£30,590 per year)** | Intense targeted support to support allocated students through data analysis. Focused and appropriate interventions to increase rate of progress.  Reduction of distractions and disruption in main classes means that teaching and learning is more effective.  Higher staff ratio to support students that are struggling, ensuring that their gaps in attainment are reduced. | 1, 2 and 3 |
| TT Rockstars subscription  ***(£200 per year)*** | Maths catch-up programme aimed to improve student knowledge of timetables to underpin the maths curriculum. | 2 |
| Conquer Maths subscription  ***(£500 per year)*** | Maths catch-up programme aimed to bridge gaps in knowledge with personalised lessons. | 2 |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £30,360**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Creative therapist to support 1:1 well-being and attendance interventions including non-directional play therapy and Decider Skills sessions  ***(£16,500)*** | Students are able to access immediate support for mental and emotional health in school.  Creative therapy delivered by our own team will mean that students are getting support at a level that is appropriate to them.  Reduction of waiting times to access support.  Enables wrap around support for a young person. | 1, 2, 3 and 5 |
| Clinical psychologist from Mind to deliver 1:1 support for identified students.  ***(£4100 per year)*** | One day per week ensuring students that require this support has immediate support. Reduction of waiting times.  Students feel more able to access this support in an environment they feel secure with. | 1, 2, 3 and 5 |
| Wilderness therapeutic interventions ***£1,003 – 2 hrs per week.*** | Evidence shows that supported students in an outdoor environment can support mental health. | 1, 2, 3 and 5 |
| Commissioned Educational Psychologist – 3 visits per year.  **(£1155 per year)** | Targeted support and assessments ensure that staff are appropriately supporting learners. Informs EHCP that evidences the provision a child requires to be successful. | 1 |
| Commissioned Occupational Therapist – 3 visits per year.  **(£1245 per year)** | Assessments inform sensory diets and adaptations that will best support a student to access their learning. | 1 |
| Breakfast club – all students receive breakfast every day.  ***(£600 per year)*** | Students that eat breakfast have better concentration and more energy." Research findings include: Kids who eat breakfast the morning before a standardized test have significantly higher scores in math, spelling and reading than those who don't. Breakfast eaters have better brain function, memory and attention. | 4 |
| Costs towards food technology, trips, rewards and visits and uniform.  ***(£5,000 per year)*** | Students access the same opportunities as their non-disadvantaged peers enhancing their cultural capital.  Rewards trips – Drayton Manor, Tubing  Active Life visits – Canoeing, Climbing and outdoor education.  Weekly cookery sessions  Tall Ship Expedition | 4 and 6 |
| Duke of Edinburgh subscription and expedition costs  **(£777)** | Duke of Edinburgh Award scheme enables students to develop important skills for independence and employment. These opportunities provide cultural capital and enable growth of self-esteem and confidence of students. | 1, 3 |

**Total budgeted cost: £71,400**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Outcomes for disadvantaged students 2023 – 2024**  **Academic progress**  **Whole school English performance** – 91.4% of disadvantaged learners met or exceeded their targets. This is marginally more than our non-disadvantaged learners.  **Whole school Reading performance** – 90.3% of disadvantaged learners are meeting expectations – 28% of these are exceeding targets. This is just 4% lower than non-disadvantaged.  **Whole school Maths performance** – 90.3% of disadvantaged learners met or exceeded targets. This was marginally lower than non-disadvantaged learners who had 95.1% of learners meet or exceed targets.  **Whole school EHCP progress**   * **Communication and interaction** – 90.30% of disadvantaged learners met or exceeding the desired outcomes identified on their EHCP. This is slightly below our disadvantaged learners (95.1%). * **Cognition and learning –** 91.4% of disadvantaged learners met or exceeded the desired outcomes identified on their EHCP. This is marginally less that the progress of our non-disadvantaged learners (95.1%). * **Social, Emotional and Mental Health –** 88.37%of disadvantaged learners met or exceeded the desired outcomes identified on their EHCP. This is similar to our non-disadvantaged students (89.23%). There was an increase of almost 10% of students meeting their SEMH targets compared to last year. * **Physical and Sensory –** 92.16%of disadvantaged learners met or exceeded the desired outcomes identified on their EHCP. This is more than our non-disadvantaged learners (90.48%).   **KS4 Accredited Outcomes**   * **English** – 87.5% of students met or exceeded their target levels in their English accreditation. * **Maths** – 85% of students sitting accreditation passed at their targeted level. * **Science** – 85% of students achieved their target levels in Science. 50% of these exceeded.   **Social, emotional and Mental Health**  Many disadvantaged students who accessed support from the well-being team, were able to break down the barriers to learners and access their lessons, ensuring progress is made. |