



# Wandle Valley Academy

## Pupil Premium Grant Report 2020-2021

### **Definition of Pupil Premium Pupils**

### **Pupil Premium Grant (PPG) – 2020-2021**

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2020.

PPG provides funding for two separate policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

### **Our ethos**

Wandle Valley Academy aims to create an environment that allows all our pupils to be individuals, whilst supporting them in a safe and nurturing environment.

Where pupils learn about more than just formal education. Where there is a strong emphasis on Emotional Literacy, Social Skills and preparation for life outside Wandle Valley Academy. We teach the whole child.

We believe our school will nurture all individuals in their journey to achieve their full and unique potential. Where we acknowledge pupils strengths by offering a curriculum that will allow them to develop and succeed, and most importantly, where they realise their self worth and gain in confidence to access the outside world and become life long learners.

We are committed to developing a welcoming, safe and stimulating learning environment, where we ensure that pupils, parents/carers and staff all live by our school moto of 'Together Everyone Achieves More'.

## **Context Report**

Wandle Valley Academy (WVA) joined the Parallel Learning Trust specialist Multi Academy Trust (MAT) in November 2019. WVA has the capacity to support 80 pupils aged 5-16 years of age. Our cohort can change throughout the year and some of our pupils are from very disadvantaged backgrounds and the gap between these pupils and their contemporaries in mainstream schools can be very wide.

We use the Pupil Premium to help raise the achievements of individual pupils in order to give them the chance to learn and develop as their counter partners in our school and mainstream schools. With the long term goal of these pupils returning to mainstream education, either in KS2/3/4 or 5.

Our pupils often arrive with undiagnosed and/or unmet special educational needs including:

- ADHD
- ASD/PDA
- SLCN
- Learning needs e.g. dyslexic, dyscalculia and Moderate Learning Difficulties

- SEMH needs including ODD/conduct issues
- Chromosome deficiency disorders

**For 2020-21 the funding allocated to WVA is £60,285**

Primary £20,175

Secondary £40,110

**WVA Pupil Premium Funds for 2020/21 have been allocated to contribute to:**

1. Raise the attainment of Pupil Premium Pupils
2. To provide therapeutic interventions to support the SEMH needs of Pupil Premium Pupils
3. To broaden the experiences and learning opportunities for Pupil Premium Pupils
4. To support pupil premium pupils and parent/carers to effectively engage with their education

**Barriers to learning**

- Low self-esteem
- Poor attendance
- Poor communication skills
- Economic and social deprivation

- Low aspiration
- Trauma and neglect
- Low self confidence
- Lack of parental engagement
- Negative social groups

• **Objective 1. Raise the attainment of Pupil Premium Pupils (£2308)**

| Actions  | Success criteria  | Timescales           | Person responsible                     | Cost/resources Implications   | Review dates   |
|--|---|----------------------|--|---|--|
| Provide personalised learning input for the pupils making no or limited progress (academic and behaviour). | Improved pupil progress<br><br>Lesson engagement and attendance.<br><br>Increase in Positive Behaviour Points | Reviewed half termly | SLT<br><br>Personalised learning Tutor | Designing specific programs of study.<br><br>Setting up of a recordingsystem<br><br>Time for planning | Autumn 1<br>Autumn 2<br>Spring 1<br>Spring 2<br>Summer 1<br>Summer 2 |
| All pupils are offered breakfast daily.  | Improved pupil progress<br><br>Lesson engagement and attendance.<br><br>Increase in Positive Behaviour Points | Ongoing              | Lead LSAs                              | Breakfast resources<br><br>Staffing costs<br><br>Links with Greggs                                    | Daily  |

|                                       |   |         |                             |               |        |
|---------------------------------------|---|---------|-----------------------------|---------------|--------|
|                                       | Improved social communication skills  |         |                             |               |        |
| Provide school uniform for all pupils | <p>Pupils, parents/carers feel they belong</p> <p>Improved pupil progress</p> <p>Lesson engagement and attendance.</p> <p>Increase in Positive Behaviour Points</p> <p>Improved social communication skills</p> | Ongoing | <p>Lead LSAs</p> <p>SLT</p> | Uniform costs | Yearly |

## Objective 2. Provide therapeutic interventions to support the SEMH needs of Pupil Premium Pupils (£3654)

| Actions                                     | Success criteria   | Timescales                          | Person responsible         | Cost/resources Implications  | Review dates  |
|---|--|-------------------------------------|----------------------------|--|---|
| Embed emotional literacy across the academy | <p>Successful ELSA intervention running across the academy</p> <p>ELSA team feel competent to deliver ELSA sessions.</p> <p>Pupils show progress against set targets</p> | Dependent on individual pupil needs | <p>OS</p> <p>ELSA Team</p> | <p>6 sessions of Staff supervision (£150 per person)</p> <p>2 newly qualified ELSA staff have Supervision as part of the cost from the training last year</p> <p>Time for planning</p> | <p>Reviewed after each session</p> <p>Half termly ELSA meetings</p> |

|  |  |                                     |                                      |  |  |
|--|--|-------------------------------------|--------------------------------------|--|--|
|  | ELSA is embedded into the whole curriculum (child-centred  |                                     |                                      | Resources for ELSA sessions<br><br>ELSA staff to deliver training to the whole school  |  |
| Embed speech and language across the academy | Successful SaLT intervention running across the academy<br><br>SaLTAs are effectively trained to deliver SaLT sessions with the guidance of a trained SaLT.<br><br>Pupils show progress against set targets<br><br>SaLT is embedded into the whole curriculum (child-centred | Dependent on individual pupil needs | OS<br><br>Trained SaLT<br><br>SaLTAs | Training SaLTAs<br><br>Time for planning<br><br>Resources for SaLT sessions<br><br>SaLT staff to deliver training to the whole school<br><br>Trained SaLT to provide specific training for staff | Reviewed after each session<br><br>Half termly SaLT meetings |

|   |   |                                      |  |  |        |
|---|---|--------------------------------------|--|--|--------|
| Staff to adopt therapeutic strategies into own practice.      | Improved pupil progress<br><br>Lesson engagement and attendance.<br><br>Increase in Positive Behaviour Points<br><br>Improved communication and relationships | Ongoing                              | OS<br><br>SLT<br><br>Trainer           | Therapeutic staff training to target specific themes and pupil needs.<br><br>Set staff meeting agenda/training | Termly |
| Set up Family Groups (as a result of positive Covid outcomes) | Improved parent/carer engagement<br><br>Improved understanding and relationships between pupils and parents/carers  | Dependent on individual family needs | OS<br><br>CDF<br><br>Family Group Team | Resources to set up Family Group<br><br>Training/meetings  | Termly |

### Objective 3. Broaden the experiences and learning opportunities for Pupil Premium Pupils (£55,000)

| Actions | Success criteria | Timescales | Person responsible | Cost/resources Implications | Review dates |
|---------|------------------|------------|--------------------|-----------------------------|--------------|
|         |                  |            |                    |                             |              |

|  |  |                |                                  |  |  |
|--|--|----------------|----------------------------------|--|--|
| <p>Promote personal development opportunities including cultural capital</p> | <p>Progress shown against Ready to Learn data and Pupil Passport.</p> <p>More positive engagement with personal development between pupils and staff</p> <p>Improved parent/carer engagement</p> | <p>Ongoing</p> | <p>SLT</p>                       | <p>Offsite activities (theatre trips, museums, careers etc)</p> <p>Enrichment programme within the curriculum</p> <p>Specific vocational sessions</p> <p>Set up specific parent/carer opportunities (afternoon teas, quiz nights, awards evenings etc)</p> | <p>Autumn 1<br/>Autumn 2<br/>Spring 1<br/>Spring 2<br/>Summer 1<br/>Summer 2</p> |
| <p>Improve health and fitness opportunities across the academy</p>           | <p>Increased pupil engagement</p> <p>Improved pupil health and fitness</p> <p>Data from fitness tracking shows improvement</p>   | <p>Ongoing</p> | <p>SLT</p> <p>Specific staff</p> | <p>Fitness interventions</p> <p>Offsite sporting opportunities</p> <p>Links with Sutton SSP</p> <p>Specific member of staff allocated to oversee these opportunities</p> <p>Introduce fitness tracking/assessment</p>                                      | <p>Termly</p>  |



|                        |   |          |     |   |        |
|------------------------|---|----------|-----|---|--------|
| Small Class Sizes      | <p>Increased pupil engagement</p> <p>Improved pupil progress</p> <p>Lesson engagement and attendance.</p> | On going | SLT | <p>Staffing – Teachers/LSA</p> <p>Specific Staff allocated roles of support</p> <p>Training/meetings</p> <p>Equipment</p> | Termly |
| High staff pupil ratio | <p>Increased pupil engagement</p> <p>Improved pupil progress</p> <p>Lesson engagement and attendance.</p> | On going | SLT | <p>Staffing – Teachers/LSA</p> <p>Specific Staff allocated roles of support</p> <p>Training/meetings</p> <p>Equipment</p> | Termly |