



# Wandle Valley Academy

## Pupil Premium Grant Report 2021-2022

### Definition of Pupil Premium Pupils

### Pupil Premium Grant (PPG) – 2021-2022

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 2021-22 the funding allocated to WVA is £54,905**

Primary £14,795 (73.3%)

Secondary £40,110 (73.7%)

**WVA Pupil Premium Funds for 2021/22 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 (£4,905)					
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  Lesson engagement and attendance.  Increase in Positive Behaviour Points  Qualifications achieved	Reviewed half termly	SLT  Personalised learning Tutor	Designing specific programs of study (introduction of a new style curriculum)  Setting up of a recording systems  Staff Training  Resources  Time for planning	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2
All pupils are offered breakfast daily.	Improved pupil progress	Ongoing	Lead LSAs	Breakfast resources  Staffing costs	Daily

	<p>Lesson engagement and attendance.</p> <p>Increase in:</p> <p>Positive Behaviour Points</p> <p>Improved social communication skills</p>			Links with Greggs	
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:</p> <p>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 (£35,405)**

Actions	Success criteria	Timescales	Person responsible	Cost/resources Implications	Review dates
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<p>Embed emotional literacy across the academy</p>	<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> <p>ELSA is embedded into the whole curriculum (child-centered)</p>	<p>Dependent on individual pupil needs</p>	<p>OS</p> <p>ELSA Team</p>	<p>6 sessions of Staff supervision (£150 per person)</p> <p>Training for a further 2 members of staff.</p> <p>Yearly Supervision for ELSA staff already in roll.</p> <p>Time for planning</p> <p>Resources for ELSA sessions</p> <p>ELSA staff to deliver training to the whole school</p>	<p>Reviewed after each session</p> <p>Half termly ELSA meetings</p>
<p>Embed speech and language across the academy</p>	<p>Successful SaLT intervention running across the academy</p> <p>SaLTAs are effectively trained to deliver SaLT sessions with the guidance of a trained SaLT.</p> <p>Pupils show progress against set targets</p> <p>SaLT is embedded into the whole curriculum (child-centered)</p>	<p>Dependent on individual pupil needs</p>	<p>OS</p> <p>Trained SaLT</p> <p>SaLTAs</p>	<p>Training SaLTAs</p> <p>Time for planning</p> <p>Resources for SaLT sessions</p> <p>SaLT staff to deliver training to the whole school</p> <p>Trained SaLT to provide specific training for staff</p> <p>Additional SaLT staff 2.5 days a week on site</p>	<p>Reviewed after each session</p> <p>Half termly SaLT meetings</p>

<p>Staff to adopt therapeutic strategies into own practice.</p>	<p>Improved pupil progress</p> <p>Lesson engagement and attendance.</p> <p>Increase in Positive Behaviour Points</p> <p>Improved communication and relationships</p>	<p>Ongoing</p>	<p>OS</p> <p>SLT</p> <p>Trainer</p>	<p>Therapeutic staff training to target specific themes and pupil needs.</p> <p>Set staff meeting agenda/training</p> <p>Additional OT staff onsite</p>	<p>Termly</p>
<p>Set up Family Groups (Continue to develop, due to covid it was delivered differently over the past year, hopefully will be able to return to onsite)</p>	<p>Improved parent/carer engagement</p> <p>Improved understanding and relationships between pupils and parents/carers</p>	<p>Dependent on individual family needs</p>	<p>OS</p> <p>CDF</p> <p>Family Group Team</p>	<p>Resources to set up Family Group</p> <p>Training/meetings</p>	<p>Termly</p>

**Objective 3. Broaden the experiences and learning opportunities for Pupil Premium Pupils (£14,595)**

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>Positive engagement with new curriculum plan</p> <p>Improved parent/carers engagement</p>	<p>Ongoing</p>	<p>SLT KP/AA</p>	<p>Offsite activities (theatre trips, museums, careers etc)</p> <p>Enrichment programme within the curriculum</p> <p>Wellbeing weekly sessions</p> <p>Boxall profile weekly sessions</p> <p>Specific vocational sessions</p> <p>Set up specific parent/carers opportunities (afternoon teas, quiz nights, awards evenings etc)</p>	<p>Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 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>Ongoing</p>	<p>SLT  Specific staff</p>	<p>Fitness interventions</p> <p>Offsite sporting opportunities – including launch of DofE</p> <p>Links with Sutton SSP</p>	<p>Termly</p>



	<p>Data from fitness tracking shows improvement</p> <p>Positive increase in lesson engagement</p> <p>Positive increase in behaviour points</p>			<p>Specific member of staff allocated to oversee these opportunities</p> <p>Introduction of Activall outside equipment</p> <p>Introduce fitness tracking/assessment</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