

# Pupil premium strategy statement – Wandle Valley Academy 2023-2024

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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

Detail	Data
School name	Wandle Valley Academy
Number of pupils in school	80 pan 88 on roll
Proportion (%) of pupil premium eligible pupils	Primary 65% Secondary 75%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	05/09/23
Date on which it will be reviewed	29/08/23
Statement authorised by	Lynda Harris
Pupil premium lead	Lynda Harris
Governor / Trustee lead	Anna Howe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Primary - £18,005 Secondary - £49,003.75
Recovery premium funding allocation this academic year	£42,770
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109,778.75

# Part A: Pupil premium strategy plan

## Statement of intent

### **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 lifelong 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 motto 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.

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

### **WVA Pupil Premium Funds for 2023/24 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

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points, and have significant gaps in their experience education. This trend is most recognisable in Reading, Writing, Numeracy and Comprehension.
2	Observations show that many lack of the emotional resilience necessary to stay in lessons and attempt activities, especially in English and written work.
3	Observations and discussions with pupils and families show that social Independence skills are not developed at age-related expectations; many disadvantaged pupils are not able to self-regulate and are reliant on staff for co-regulation.
4	Observations and discussions with pupils and families show that disadvantaged pupils generally have greater challenges around language comprehension, and in communicating and expressing their needs than their peers, including limited language and social interaction difficulties.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

## 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.

Intended outcome	Success criteria
Raise attainment for disadvantaged pupils in all subjects, notably maths and English(reading/writing), relative to their starting points.	Through achievement of improved performance, as demonstrated by our end of year assessments and also our WRAT assessments that take place three times a year.  An increase in the number of disadvantaged pupils entered and taking examinations in a variety of subjects, yearly.
To provide therapeutic interventions to support the SEMH needs of Pupil Premium Pupils	Pupils that take part in specific therapeutic interventions, show improvement in SDQs results. Improved attendance to school and lessons.

	Ability to take part in lessons, testing, off site activities and group work. Positive outcomes in their Boxhall Profile results.
To broaden the experiences and learning opportunities for Pupil Premium Pupils (Cultural Capital).	Observations and discussions with pupils and their families show increased confidence and engagement in the community. Observations by the school community show that pupils have a wider understanding/experience relating to their Cultural Capital.
To support pupil premium pupils and parent/carers to effectively engage with their education.	Demonstrated in the engagement of parent/carers in school activities, including; surveys, parent/carer evenings, special celebration days and afternoons. Improved and consistent parent/carer communication with the school, especially their child's tutor. Positive engagement in the Annual Review process.

## Activity in this academic year

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

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

Budgeted cost: £30,259.375




Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to train staff to provide individual ELSA to pupils and to train staff to embed emotional literacy across the academy.	Research indicates <a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a>	2 3 4
Continue to staff to have a greater understanding of SaLT and for specific staff to be able to deliver SaLT programmes as directed.	Speech therapy offers a number of benefits, including: <ul style="list-style-type: none"> <li>Improved self-esteem.</li> <li>Increased independence.</li> <li>Improved ability to comprehend and express ideas, thoughts and feelings.</li> <li>School readiness for young children.</li> <li>Enhanced vocal quality.</li> <li>Early language skills.</li> </ul>	1 2 3



	<ul style="list-style-type: none"> <li>• Better swallowing function.</li> <li>• Improved quality of life.</li> </ul> <p>clevelandclinic.org</p>	
Continue to staff to have a greater understanding of OT and for specific staff to be able to deliver OT programmes as directed.	<p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>Occupational therapists enable children and young people with physical, learning and mental health needs to participate in and successfully manage the activities that they want or need to do at home, at school or work and during their free time.</p> <p>Royal College of Occupational Therapists</p>	1 3
Staff to be trained in delivering Read, Write, Inc	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons</p> <p>3</p> <p>may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1
Support Staff to adopt therapeutic strategies into own practice.	<p>A massive benefit of integrated therapy is that students don't have to miss out on classroom activities in order to attend external lessons, allowing for academic gains at the pace of their peers and uninterrupted social interactions.</p> <p><a href="#">Benefits of Integrated Therapy in Schools - Raintree Systems</a></p>	1 2 3 4 6
Smaller Classes (more teachers)	<p>Small class size benefits</p> <p>The fewer pupils there are in a class, the more time and attention the teacher can give each one. A teacher will have more opportunity to get to know their pupils, observe how they work and help them improve on their weaknesses.</p> <p><a href="#">The Benefits of Small Class Sizes</a></p>	2 5 6
Continued Professional Development of teachers and teaching assistants to ensure effective teaching strategies are deployed to support	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. On average, disadvantaged children are less likely to</p>	1 2 3 4

skills of reading comprehension. A crucial element of this is for pupils to have access to high quality core texts that they can access at home as well as school. Purchasing of additional texts to enable this is vital for disadvantaged pupils	own a book of their own and read at home with family members, and for these reasons 3 may not acquire the necessary skills for reading and understanding challenging texts. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	6
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
OT	Occupational therapists (OTs) work with children in special schools to help them develop functional skills for everyday life in the areas of self-care, life skills, school work and play.  <a href="#">Special schools   Occupational therapy services for children ...</a>  Royal Free London NHS Foundation Trust	1 3
SaLT	When speech and language skills are hindered or under-developed, it can take a toll on a child's social and emotional well-being. For young children, the inability to make themselves understood, or process their emotions, may lead to self-isolation, temper tantrums, or other behavioral issues.  How Communication Issues Can Impact a Child's Social and ...  <a href="#">expressable.com</a>	1 2 3
Play Therapy	Play Therapy helps children find healthier ways of communicating, develop fulfilling relationships, increase resiliency and facilitate emotional literacy. Children use play as a form of communication, play is their natural form of expression.  Play Therapy in Schools  <a href="#">bapt.info</a>	1 2 3 4 5 6

Therapeutic Art Sessions	<p>Participating in art can help young children learn about cooperation, collaboration, empathy, and emotional regulation. Art-related activities are fun for young children and are a good way to encourage creativity and assist with the development of fine motor skills and spatial awareness.</p> <p><a href="#">Art Activities Encourage Social and Emotional Development - VA ITSN</a></p> <p> gapitc.org</p>	1 2 3 4 5 6
Therapeutic Drama Sessions	<p>Acting out a scene during drama class is an excellent way for children to develop their empathy and emotional intelligence. Children will learn how to understand others' emotions through their connection with peers during play acts.</p> <p><a href="#">Why learning through drama is beneficial to child development.</a></p> <p> tlc.com.sg</p>	1 2 3 4 5 6
Family Group/personalised support for parent/carers	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	5 6
LSA support ratio	<p>We have observed that by having the additional support in the classroom and whole school, pupils are able to learn where they feel confident and safe. At times this is not within the main classroom.</p> <p>Having additional LSA support, means that all pupils are able to be supported, guided and safeguarded even if they are not in the main classroom.</p>	
Specific staff to deliver targeted Literacy	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
Targeted intervention	As above	1 2 3 4 5

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

Budgeted cost: £29,519.375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve health and fitness opportunities across the academy	Physical Education helps to develop resilience, empathy, confidence and social skills – all vital for good mental health. Activity also releases energy, enabling young people to 'let off steam' which helps to lower anxiety levels.19 Feb 2020  Mental Health and the importance of PE, Sport and Physical Activity in ...   sportspe.org.uk	2 5 6
Promote personal development opportunities including cultural capital	Observations and discussions with families and pupils show that activities such as arts participation and outdoor adventure activities increase engagement, development relationships and extend social and emotional skills beyond the school environment.	5
Provide school uniform for all pupils	School uniform plays a key role in promoting pride, self-confidence, and a feeling of belonging within the student body. These factors contribute to students' wellbeing, removing the additional pressures of deciding what to wear and added stress of meeting the expectations of their peers.  <a href="#">The Benefits of School Specific Uniform</a>  <a href="#">Schoolwear Association</a> <a href="https://schoolwearassociation.co.uk">https://schoolwearassociation.co.uk</a> › <a href="#">News</a>	5 6
All pupils are offered breakfast daily.	The evaluation (2021) finds that the schools who hosted breakfast clubs reported that the provision had supported improvement across key areas, including: Improved pupil behaviour (94 per cent). Healthier eating habits among pupils (95 per cent).11 Jan 2022  Breakfast clubs: Schools report impact on behaviour ... - Sec Ed	3 5 6

Provide personalised learning input for the pupils making no or limited progress (academic and behaviour).	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a>  <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
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**Total budgeted cost: £** £109,778.75

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Dedicated Learning Support Teacher to deliver literacy interventions to individual pupils across the whole school. As a result 72 pupils were able to demonstrate progress in their WRAT scores.

All year 11 pupils were able to attend an offsite vocational course, which helped to support them improve and developed their social independence skills, self-esteem and has allowed them to gain specific skills to allow them to gain post 16 placements in colleges and other educational programmes. This support will be maintained in the academic year 2023-24.

Staffing and resourcing 1:1 and small group interventions resulted in maintained engagement for a 40 pupils across the school, which has supported them in being able to access the main classroom for longer periods of time, has reduced anxiety levels and improved overall attendance and behaviours. Small groups of KS4 pupils were also able to stay in school until the end of the year and achieve qualifications. This will continue as part of the support offered in 2023-2024.

OT and SaLT support were put in place for specific pupils and LSAs/Teachers were given initial training to help support all pupils across the whole school. Sensory Circuits were developed specifically for Primary and Year7 pupils and these were run daily to support the transitions of pupils into the school day in the morning.

The school hallways and environment has become clear and clean, with far less sensory output on walls and in classrooms. Less 'eye noise', which has also meant that the hallways are not only quieter in sound, but also in visual output and there is less time spent in the hallways, without work taking place.

The work that OT/SaLT have undertaken will continue in 2023-2024 and the time that we have this support will increase.

We developed a therapy hub for the academic year 2022-2023. Where all therapeutic interventions can take place. A safe space for pupils to come to, where they understand the change in expectations. As a result of the therapeutic interventions offered, there has been a marked improvement in a number of pupils engagement in school, testing and specific activities. Parent/Carers have spoken about their children being able to go out on family activities, out to eat in restaurants and in one case go on an aeroplane. These activities have been part of the support that the therapy hub has been working on and helping to provide the tools for pupils and families to be able to try to undertake these activities. This includes the Family Group and parent/carer weekly contact all of which will continue into 2023-2024.

All pupils at WVA have a 'Activity Passport'. <https://www.gov.uk/government/publications/my-activity-passport> this has been adapted specifically for WVA and is tracked half termly for each pupil. This has been key in being able to track pupils improved Capital Culture and to allow us to put in place specific interventions and activities to support areas of need.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Lexia	Online provider
Mathletics	Online provider
Road 2 Success	Sutton Educational Provider
Read Write Inc (WRI)	Oxford University Press

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**