

Pupil premium strategy statement – Wandle Valley Academy 2024-2025

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 the PP allocation 101 on roll as of this document being written
Proportion (%) of pupil premium eligible pupils	Primary 68.8% (16) Secondary 58.3% (72)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	05/09/23
Date on which it will be reviewed	22/07/2024
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	£68.380 Compared to £109 last year
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	££68.380

Part A: Pupil premium strategy plan

Statement of intent

Our ethos

To share our ideology...

You could say that Wandle Valley Academy is a training school for young people aged 5 -16 with 'superpowers'. It is our intention to support and guide all our pupils in how to manage these super powers positively and teach them how to use them to support their learning and that of others. We aim to do this within and alongside our curriculum, with a number of interventions and therapies specifically tailored to support their individual pupil needs. We are actually pretty good at this and have a great record of our young people leaving us and becoming amazing individuals; 'Super Heroes'.

We are really fortunate at Wandle Valley Academy to have a hugely diverse staff team. This does not only consist of cultural diversity but also neuro diversity too. As a Headteacher I am really fortunate to have a number of 'super powers' myself, that have taken many years to learn to control and understand. Not being diagnosed until I was in my late twenties, with profound dyslexia, dyscalculia and ADHD, has given me a completely different view on education and in the position I now find myself in, has allowed me to support and share this with pupils, staff, parent/carers and stakeholders. Wandle Valley Academy is a really special place and we pride ourselves in making the environment a safe place to be what and who you need to be, with nurture and personal development feeding through the education we provide. This not only includes supporting and educating our pupils, but also the parent/carers and stakeholders in understanding the pupils' superpowers and how best to support these. We are also really fortunate to have a staff team that regularly supports families with food parcels and other alternative support, such as family groups and regular 'supervision style/welfare 1:1 phone calls'. At Wandle Valley Academy we try to offer a holistic approach to education, which involves more than the traditional education vision. At Wandle Valley Academy, it is about more than classroom based 'education and learning'.

Wandle Valley Academy is a family of many people, young and old and as we all know, families have a number of challenges at times, but if we all work together, great things can be achieved.

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. The school is fed by 12 different boroughs and all the pupils that we take have been hard to place and, in many cases, come from other SEMH education facilities, where they have failed.

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 2024/25 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 (WRAT testing is used to Identify this).
2	Observations show that many lack of the emotional resilience necessary to stay in lessons and attempt activities, especially in English and written work. However, with the introduction of Read Write Inc and Fresh Start, there has been a considerable change across the school, especially from the Primary Pupils.
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. Making and sustaining friends, is a real challenge for the pupils at Wandle.
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
<p>Raise attainment for disadvantaged pupils in all subjects, notably maths and English(reading/writing), relative to their starting points.</p> <p>Introduction of Read Write Inc and Fresh Start.</p>	<p>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.</p> <p>More pupils able to read and write. Including for pleasure.</p> <p>An increase in the number of disadvantaged pupils entered and taking examinations in a variety of subjects, yearly.</p>
<p>To provide therapeutic interventions to support the SEMH needs of Pupil Premium Pupils.</p>	<p>Pupils that take part in specific therapeutic interventions, show improvement in SDQs results.</p> <p>Improved attendance to school and lessons.</p> <p>Ability to take part in lessons, testing, off site activities and group work.</p> <p>Positive outcomes in their Boxhall Profile results.</p>
<p>To broaden the experiences and learning opportunities for Pupil Premium Pupils (Cultural Capital).</p>	<p>Observations and discussions with pupils and their families show increased confidence and engagement in the community.</p> <p>Observations by the school community show that pupils have a wider understanding/experience relating to their Cultural Capital.</p>
<p>To support pupil premium pupils and parent/carers to effectively engage with their education.</p>	<p>Demonstrated in the engagement of parent/carers in school activities, including; surveys, parent/carer evenings, special celebration days and afternoons.</p> <p>Improved and consistent parent/carer communication with the school, especially their child's tutor.</p> <p>Positive engagement in the Annual Review process.</p>

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: £34,190





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 https://www.elsanetwork.org/elsa-network/other-research/	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"> • Improved self-esteem. • Increased independence. • Improved ability to comprehend and express ideas, thoughts and feelings. • School readiness for young children. • Enhanced vocal quality. • Early language skills. • Better swallowing function. • Improved quality of life. clevelandclinic.org	1 2 3
Continue to staff to have a greater understanding of OT and for specific staff to be able to deliver OT programmes as directed.	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. 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. Royal College of Occupational Therapists	1 3
Staff to continue to be trained in delivering Read, Write, Inc	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 3	1

	<p>may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
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>Benefits of Integrated Therapy in Schools - Raintree Systems</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>The Benefits of Small Class Sizes</p>	2 5 6
Continued Professional Development of teachers and teaching assistants to ensure effective teaching strategies are deployed to support 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	<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 may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 2 3 4 6

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	1 3

	<p>everyday life in the areas of self-care, life skills, school work and play.</p> <p>Special schools Occupational therapy services for children ...</p>  <p>Royal Free London NHS Foundation Trust</p>	
SaLT	<p>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.</p> <p>How Communication Issues Can Impact a Child's Social and ...</p>  <p>expressable.com</p>	<p>1</p> <p>2</p> <p>3</p>
Play Therapy	<p>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.</p> <p>Play Therapy in Schools</p>  <p>bapt.info</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
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>Art Activities Encourage Social and Emotional Development - VA ITSN</p>  <p>gapitc.org</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>5</p> <p>6</p>
LSA support ratio	<p>We have observed that by having the additional support in the classroom and whole school, pupils are able to</p>	

	<p>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: One to one tuition EEF educationendowmentfoundation.org.uk And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
Targeted intervention	As above	1 2 3 4 5 6

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

Budgeted cost: £34,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve health and fitness opportunities across the academy	<p>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</p> <p>Mental Health and the importance of PE, Sport and Physical Activity in ...</p> <p>sportspe.org.uk</p>	2 5 6
Promote personal development opportunities including cultural capital	<p>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.</p>	5
Provide school uniform for all pupils	<p>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.</p> <p>The Benefits of School Specific Uniform</p> <p> Schoolwear Association</p> <p>https://schoolwearassociation.co.uk > News</p>	5 6
All pupils are offered breakfast daily.	<p>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</p> <p>Breakfast clubs: Schools report impact on behaviour ... - Sec Ed</p>	3 5 6

<p>Provide personalised learning input for the pupils making no or limited progress (academic and behaviour).</p>	<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: One to one tuition EEF educationendowmentfoundation.org.uk And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 3 4 5 6</p>
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Total budgeted cost: £ £60,380

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 and some year 10 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 2024-25, despite a substantial reduction in the grant being received.

Staffing and resourcing 1:1 and small group interventions resulted in more positive engagement for a number of 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 2024-2025.

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. Both OT and SaLT can be seen within the teaching of the curriculum across the whole school and will continue into 2024-2025 with the development of an Outdoor Education Area including a Sensory Garden being developed over the Summer.

Continued development of the therapy hub. Where all therapeutic interventions are now found in one place. This is 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 activates, out to eat in restaurants and in one case go on an aeroplane. These activates 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 2024-2025.

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 to fund in the previous academic year.

Programme	Provider
Lexia	Online provider
Mathletics & White Rose	Online provider
Road 2 Success	Sutton Educational Provider
Read Write Inc (WRI) and Fresh Start	Oxford University Press