



Wandle Valley Academy

Pupil Premium Grant Report 2018-19 – To be reviewed over the academic year

Definition of Pupil Premium Pupils

Pupil Premium Grant (PPG) – 2018-19

In 2011, the Government sought to address the inequality in attainment of Pupil Premium pupils (compared to their non-Pupil Premium counterparts) by allocating funds to schools. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. 'Pupil Premium pupils' refers to those pupils who attract government Pupil Premium funding i.e. those pupils claiming free school meals at any point in the last six years and those who are looked after by a local authority or who have ceased to be looked after by a local authority. It also applies to Service Children.

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 2018-19 the funding allocated to WVA is £57,750

Primary £18,480

Secondary £39,270

WVA Pupil Premium Funds for 2018/19 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					
Actions	Success criteria	Timescales	Person responsible	Cost/resources Implications	Review dates
To set up 2 year 7 Transition Classes	Pupils will have a successful/positive and safe transition into secondary education	1 x academic year	OS Assistant Head Primary NA Transition Lead	2 x SEMH trained LSAs 1 x Transition SEMH trained Lead Teacher (primary trained) 1 x SEMH trained Teacher.	April 2019 <i>100% successful and as a result we will continue the transition system through to year8 in the coming year.</i>
A Whole School Literacy Programme,	Improved literacy	On going program for the duration the pupils attend WVA	KP MLT	1:1 Tuition Teacher led and supported by a number of trained LSAs together with an online programme 'Literacy Planet'. Whole staff CPD	Termly data review Yearly report on progress and next steps. <i>see reading and</i>

				<p>Whole school support via Tutor Time.</p> <p>Introduction of small library.</p> <p>Cost of books.</p>	<p>spelling results.</p> <p><i>Only 4 pupils continue to have very low levels. This is due to outside school issues which are being supported by other agencies.</i></p>
Specific 1:1 Intervention Pupil Support	<p>Improved pupil progress, lesson engagement and attendance.</p> <p>Increase in Positive points</p>	<p>On going program for the duration the pupils attend WVA when required and identified by assessment progress</p>	<p>AA Assistant Head Secondary And KP MLT</p>	<p>Staff training.</p> <p>Designing specific programs of study.</p> <p>Setting up of a recording system</p>	<p>Termly data review</p> <p>Yearly report on progress and next steps.</p> <p>40% Percentage of pupils achieved at least five GCSE or equivalent qualifications</p> <p>30% Percentage of pupils achieving at least five GCSE or equivalent qualifications (incl Eng and Maths)</p> <p>All pupils gained English and Maths qualifications at the end of year</p>

					<p>11.</p> <p><i>Next steps – review of exams pupils take and share good practice in other schools in the trust,</i></p> <p><i>Next years timetable to have specific interventions in place for certain groups and pupils to continue to demonstrate progress.</i></p>
<p>Specific Learning walks/book scrutinise focus</p>	<p>Pupil engagement and progress will be shown within the work produced</p>	<p>1 academic year</p>	<p>SLT supported by MLT</p>	<p>Staff training</p> <p>Time to be set aside for staff to perform actions</p>	<p>Termly data review</p> <p>Yearly report on progress and next steps.</p> <p><i>Updated marking policy drafted and put in place for September 2019 as a result of outcomes from these. During the course of the year more stringent weekly observations of books and</i></p>

					<p>learning walks took place. Staff continue to receive training and WVA has taken on a new computerized system from the Trust, to support the continued improvements of recording the progress being made.</p>
Introduction whole school Maths focus	Improved numeracy of pupils	On going program for the duration the pupils attend WVA	RC MLT	<p>1:1 Tuition Teacher led and supported by a number of trained LSAs together with an online programmes.</p> <p>Whole staff CPD</p> <p>Whole school support via Tutor Time.</p>	<p>Termly data review</p> <p>Yearly report on progress and next steps.</p> <p>All pupils are now baselined on entering WVA and then supported throughout the year depending on need and results. This continues to be an area of development. 100% of pupils left this year with Maths qualifications</p>

<p>The introduction of an online specific Maths support programme</p>	<p>Improved numeracy of pupils</p>	<p>On going program for the duration the pupils attend WVA when required and identified by assessment progress</p>	<p>RC MLT</p>	<p>'MathsWatch/Mathletics', which can be tailored to individual needs and is possible to run remotely.</p>	<p>Termly data review</p> <p>Yearly report on progress and next steps.</p> <p><i>100% of pupils gain maths qualifications in year 11.</i></p> <p><i>Pupils across the school are able to have specific work set for them and are able to engage both within the school and outside.</i></p> <p><i>This program is also supporting those pupils that have attendance issues and are school refusers allowing access.</i></p> <p><i>We will continue to use this programe next year and develop further to support our more vulnerable pupils.</i></p>
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<p>To broaden the experiences and learning opportunities/curriculum review</p>	<p>Improved pupil engagement and attendance</p>	<p>1 academic year</p>	<p>AA Assistant Head Secondary</p>	<p>PLT advices Lead Teacher Staff time to develop and research curriculums Pupil/staff questionnaires Staff CPD Parent/carers support</p>	<p>May 2019</p> <p><i>Next years curriculum has been re designed as a result of the work on this area. See Curriculum area on the website. We have now included year 8 within the transition system of learning. There is a clear focus on Career development, PSHE and Key Skills. With the introduction of a vocational day and the Princes Trust.</i></p> <p><i>A new online system for questionnaires for this year, will give more rigorous data. Although 100% of those that completed these this year felt the education offered was good.</i></p>
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		<p>Objective 2. To provide therapeutic interventions to support the SEMH needs of Pupil Premium Pupils</p>
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Actions	Success criteria	Timescales	Person responsible	Cost/resources Implications	Review dates
Train specific staff in ELSA.	Less negative incidents across the whole school. Improved positive communications.	On going program for the duration the pupils attend WVA when required and identified by assessment progress	OS Assistant Head Primary	ELSA training ELSA supervision ELSA room ELSA resources	Termly data review Yearly report on progress and next steps <i>100% of pupils that took part in ELSA sessions showed an improvement in their SDQ scores. This was also demonstrate in the behaviour point scores.</i> <i>We will train a further 2 staff members in the coming year.</i>
ELSA imbedded in the curriculum	Less negative incidents across the whole school. Improved positive communications.	On going program for the duration the pupils attend WVA	OS Assistant Head Primary	ELSA CPD whole school staff ELSA resources	Termly data review Yearly report on progress and next steps <i>Set time has been put into the School CPD for whole school training. With the use of outside and our own staff to train staff. The introduction of Sleuth to allow us to measure ELSA has been introduced as a result of joining the Trust this year.</i>

Play Therapy	Less negative incidents across the whole school. Improved positive communications.	Pupils put forward and assessed by Play Therapist. Duration can vary and can be performed on and off during pupils education career.	OS Assistant Head Primary	Play Therapist Whole School Staff CP	At the end of the pupil sessions. Yearly pupil progress reports. <i>100% of pupils demonstrated an improvement in SDQ scores and as a result an improvement in their behaviours and engagement. Next year we have bought in more Therapy time so more pupils can benefit from this and so we can provide continuous CPD for all staff.</i>
SaLT trained Staff	Less negative incidents across the whole school. Improved positive communications. Improved engagement and attendance.	On going program for the duration the pupils attend WVA when required	OS Assistant Head Primary	Staff Training Whole school staff training Time	Annual Reviews Yearly Reports on pupil progress by SaLT. <i>We have developed a team of SaLT LSAs this year and will hopefully see the outcomes clearly of this in the coming year.</i>
SMSC and introduction of the Rights to Respect Programme	Pupils will feel accepted and safe in the educational environment and across the school	2 academic years (introduction year1, fully running year 2)	ME MLT	Staff Training Whole School CPD Parent/Carer	July 2019 <i>In July the school gained Bronze accreditation for the Rights to Respect.</i> <i>We have a robust programme of SMSC in place and pupils have the</i>

	as a whole.			involvement Governor Involvement Time	<i>opportunity to engage in this programe daily.</i> <i>Further development of including Parent/Carer and the Governing Body is in place for next year.</i>
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Objective 3. To broaden the experiences and learning opportunities for Pupil Premium Pupils					
Actions	Success criteria	Timescales	Person responsible	Cost/resources Implications	Review dates
To facilitate Theatre and offsite activities, venturing into London and using public transport, with the support of high staff ratios.	<p>Pupils to engage in activities outside of the classroom learning.</p> <p>Pupils to develop life skills and confidence to access education outside of their own areas.</p> <p>To develop a well rounded understanding of the world around us and the impact it has on their life.</p>	On going program for the duration the pupils attend WVA when required	MS EVC	<p>EVC training</p> <p>Staff training CPD and risk assessment</p> <p>EVOLVE</p> <p>Activity costs</p> <p>Staff ratio support</p> <p>Time</p>	<p>Termly data review</p> <p>Yearly report on progress and next steps</p> <p><i>100% of pupils have had the opportunity to engage in Drama.</i></p> <p><i>100% of pupils have had the opportunity to go offsite to engage in Theatre experiences and this will continue next year.</i></p> <p><i>The Drama group SAAVY have moved into the Fairfield Halls and as a result even greater opportunities are planned for next year.</i></p>
Opportunity for pupils to take part in a number	Pupils engage and take opportunities to get involved in	On going program for the duration the	GK/JG MLT	<p>Activity costs</p> <p>Staff ratio support</p>	Reviewed and evaluated at time of activity.

<p>of team sports against other schools, with the support of high staff ratios.</p>	<p>sporting activities. Pupils improve self confidence and intern have a more positive experience of education.</p>	<p>pupils attend WVA</p>		<p>Time</p>	<p>Individual Annual Review to reflect pupil impact.</p> <p><i>100% of pupils had the opportunity to take part in these activities, across the whole school. This has had a positive impact on engagement and attendance for some pupils. This has given purpose and allowed us to Tweet positive achievements of those pupils at WVA. We have also been able to invite parent/carers to some of these events, due to improved behaviours of our pupils and a genuine pride for the school and others involved.</i></p>
<p>Breakfast Club, breakfast offered to pupils.</p>	<p>Improved academic progress. Improved social communication skills.</p>	<p>On going program for the duration the pupils attend WVA</p>	<p>MH</p>	<p>Partly funded by Greggs Additional costs Staff support for activity.</p>	<p>Termly reports to Greggs Termly assessment/progress data.</p> <p><i>100% of pupils sue the Breakfast Club daily. The club is open daily for pupils to come and have their breakfast. This is also available for those pupils that arrive late to school.</i></p> <p><i>Pupils are ready to learn and very rarely do pupils complain of being Hungary and if they do, we are able to use this</i></p>

					<p>facility to support them.</p> <p><i>There is significant positive engagement in the first lessons on the day, in comparison to later in the day.</i></p>
Lunch and break-time provision for pupils.	<p>Improved pupil wellbeing.</p> <p>Improved pupil confidence and attendance.</p>	On going program for the duration the pupils attend WVA	SLT	Staff support for activity.	<p>Pupil Voice Reports after meetings</p> <p><i>Pupils feel that they have safe spaces to go to and opportunities to take part in activities with less pupils in the room.</i></p> <p><i>Pupils feel they have positive opportunities to chose activities and are aware that staff will try and support these requests.</i></p>
Opportunities to take part in College Taster Days.	<p>Pupil understanding of post 16 opportunities.</p> <p>Pupil aspirations.</p> <p>Pupil understanding of qualifications and exams needed to take part in post 16 courses.</p>	Activities to take part throughout yr9,10,11	<p>RA careers support</p> <p>KP MLT</p>	<p>Staff Training</p> <p>Staff Time</p> <p>Cost of activities</p> <p>Staff support for activities</p> <p>Follow up careers sessions/interviews</p> <p>Time</p>	<p>Careers Report July 2019</p> <p>Pupil feed back after activities</p> <p><i>There was 100% engagement in the Carers day and 98% of our year 11's have moved into further education.</i></p> <p><i>This coming year there is a big push for carers support and a specific programe has been developed. See the carers section on the Website.</i></p>

		Objective 4. To support pupil premium pupils and parent/carers to effectively engage with their education			
Actions	Success criteria	Timescales	Person responsible	Cost/resources Implications	Review dates
School Uniform provided for pupils	Pupils/Parent/Carers feel they belong and have improved wellbeing, without the worry of not having uniform or well kept uniform.	When pupils join WVA and continuing as and when required.	DLE Lead LSA Secondary	Uniform costs	July 2019 <i>100% of pupils were given uniform to support their engagement and attendance. As a result there have been very few uniform issues.</i> <i>This coming year, due to the change to the Trust, the Trust has supplied new uniform for all pupils attending WVA.</i>
Primary Coffee Mornings	Parents/carers have an opportunity to take part in positive activities involving their children. Improved engagement of pupils and support. Improved positive outlook with regards to education and WVA and what we	Termly in Primary	VT Parent/care engagement co ordination	Running costs Outside agency support costs when they come to present.	July 2019 <i>95% of primary parent/carers engaged in these opportunities this year.</i> <i>Positive feedback has allowed us to look at changing the timings to afternoons to allow for more family members to attend and to support pupil behaviours.</i>

	offer to their children.				
Development Parent/carer (PTA)	Parent/carers will feel that they are listen to and heard. Parent/carers will play a positive roll in the future of WVA.	1 academic year to set up	LHa/OS/DLE/DH	Running Costs CPD DBS Time	July 2019 <i>Although still in the infancy this has taken place and we had an end of term Summer Fair, where the staff, pupils, parent/carers and the community worked together. This was a hugely successful day and a positive end to the year.</i>
Parent/carer afternoons	Increased attendance and engagement by parent/carers	1 academic year	RC MLT	Running Costs Information sharing opportunities	July 2019 <i>We held a number of parent/carer afternoons and these had a 60% tern out on average. However, at the end of term we held our first year9,10,11 Awards Night which we gained 100% attendance.</i> <i>Next year we will work on developing this further to gain the same positive results.</i>
Financial support to ensure equal opportunities to make progress, the provision of revision and	Improved engagement and attendance Increase in pupil wellbeing Improved pupil	When pupils join WVA and continuing as and when required.	SLT	Costs as required depending on individual pupil need	July 2019 <i>This is an area of support that parent/carers are very appreciative when they initially join WVA and this will continue as and when necessary. This has meant that all pupils continue to be able to access WVA and all</i>

other non-essential (but desirable) learning materials and activities	progress Improved pupil self esteem Increase in Positive points				<i>that it offers.</i>
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