

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wightwick Hall School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	26.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	01.12.2021
Date on which it will be reviewed	01.09.2022
Statement authorised by	Mandy Morris
Pupil premium lead	Jacqui Foulger
Governor / Trustee lead	Denis Cody

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,875
Recovery premium funding allocation this academic year	£23,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,875

Part A: Pupil premium strategy plan

Statement of intent

Wightwick Hall School is fully committed to ensuring that all students regardless of economic status are provided with equal educational opportunities, support to ensure students attain as well as their peers, and achieve their full potential.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments.

We are committed to meeting the students' academic needs; personal development needs and cultural enrichment needs within a nurturing environment

Students will have an equal access a full and rich curriculum

English and Maths will be targeted to reduce barriers and enable students to access the full curriculum

Students to be provided with the relevant skills and experience they require to be prepared for adulthood.

Students to be offered appropriate therapy interventions and counselling to address mental health and wellbeing concerns

Wightwick Hall will fulfil the legal responsibilities and meet the needs of the individual outcomes outlined in the students' EHCP

At the heart of our approach is high-quality teaching with a relevant curriculum ensuring that teaching and learning opportunities meet the needs of all the students providing them with an invaluable education

Challenges

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

Challenge number	Detail of challenge
1	All students have an Education, Health and Care Plan
2	10 students have Autistic Spectrum Disorder as their Primary Need
3	5 students have Social, Emotional and Mental Health as their Primary Need

4	2 students have Severe Learning Difficulty as their Primary Need
5	6 students have Moderate Learning Difficulty as their Primary Need
6	5 students have Speech, Language and Communication Needs as their Primary Need
7	Higher number of students are struggling with their mental health
8	All students have cognition and learning difficulties

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
Students to make good or better progress	Positive results Assessments and monitoring of progress Collation and analysis of data Targeted interventions to support individual students Interventions embedded Reporting to governors Book trawls
For students to engage in lessons and their learning	Analysis of data of HUB referrals Student feedback Monitoring of disruption within lessons Attendance data
Curriculum offered to relevant to meet students' needs	Student attendance Student voice Range of courses and qualifications offered
For students to access relevant and appropriate support for mental health	Counselling offered Attendance data Tutoring
For students to be better prepared for adulthood/ career progression	IAG in place Students accessing careers curriculum Curriculum opportunities Work experience placement opportunities
To raise self-esteem and improve behaviour	Reduced behaviour incidents Student voice Engagement within lessons Recorded interventions delivered

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: £2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma and Attachment whole school training	Government Green Paper December 2017 Transforming Children and Young People's Mental Health Provision, " There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)".	2 / 7
<i>Positive Behaviour support training</i>	https://www.qualityhealthcare.com.au/post/the-benefits-of-positive-behaviour-support	2/ 3/ 7
<i>DofE</i>	https://www.dofe.org/do/why/ https://www.dofe.org/do/highereducation/	1-8

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 tutoring targeting English and Maths</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1-8
<i>On-line tutoring programme</i>	https://www.pearson.com/uk/educators/schools/news/schools-blog/2021/03/national-tutoring-programme-the-benefits-of-online-learning.html	2 / 3 / 7

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

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EP interventions</i>	https://www.tandfonline.com/doi/full/10.1080/02667360701660993	1-8
<i>DofE</i>	https://www.dofe.org/do/why/ https://www.dofe.org/do/highereducation/	1-8
<i>Emotion coaching</i>	https://psychology.org.au/getmedia/23c6a11b-2600-4e19-9a1d-6ff9c2f26fae/evidence-based-psych-interventions.pdf	2-8
<i>Counselling</i>	https://psychology.org.au/getmedia/23c6a11b-2600-4e19-9a1d-6ff9c2f26fae/evidence-based-psych-interventions.pdf	2-8

Total budgeted cost: £46,800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The overall aim was for students to engage in their learning and make good and better progress.

An on-line learning platform was purchased to enable students to access work from home. Teachers were able to assess completed work and set additional work. Students were able to communicate more easily with teachers. Work was monitored by staff and engagement levels recorded and reported. Resources and hard copies of work were posted home where needed. Laptops were distributed to students who had limited I.T. access.

Regular contact was made with parents during this time to support with wellbeing and general updates

External and internal one-to-one tuition was provided with particular focus on gaps in learning and missed learning within English and Maths.

Students were baselined upon return, which influenced upon the curriculum offer; catch up sessions for the core subjects and a morning exercise period was timetabled into the day. The curriculum was reviewed and changed to meet the needs of our more complex learners.

Students had a phased return into the year to enable new students an opportunity to have two transition days into secondary school with additional tutor and pastoral time

Counselling and emotional coaching was provided to support students with their mental health and emotional needs.

Students achieved well within GCSE and Functional Skills Entry Level Courses

A pastoral and behaviour position was created and the development of a reflective hub classroom developed. The aim being: - to minimise disruption to teaching and students' learning due to inappropriate behaviours, ensuring that all students have access to an environment that is conducive to learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Equals Scheme of Work	Equals
Education City	Purple Mash
TT Rockstars	Times Tables Rockstars