

# Pupil premium strategy statement – Wightwick Hall School

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
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	June 2023
Date on which it will be reviewed	December 2023
Statement authorised by	C Rowley
Pupil premium lead	C Rowley
Governor / Trustee lead	D Cody

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,320
Recovery premium funding allocation this academic year	£40,572
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£68,892

# Part A: Pupil premium strategy plan

## Statement of intent

Wightwick Hall School aims to utilise our Pupil Premium funding to ensure that all pupils, regardless of advantage or disadvantage are provided with equal educational opportunities and support as they aspire to achieve their full potential.

Our strategy will be driven by the needs and strengths of each pupil, based on summative and formative assessments.

We are committed to meeting the pupils' academic; personal development and cultural enrichment needs within a nurturing environment. Pupils will have equal access to a broad and rich curriculum, with literacy, numeracy as the foundation to reduce barriers and enable our pupils to access the full curriculum

Pupils will be provided with the relevant skills and experience they require to be prepared for adulthood. They will be offered appropriate support and intervention to enable them to progress through their educational journey.

Wightwick Hall will fulfil the statutory responsibilities and meet the needs of the individual outcomes outlined in the pupils' EHCP At the heart of our approach is quality first teaching with an inclusive and challenging curriculum that allows for academic, vocational and personal success.

## Challenges

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

Challenge number	Detail of challenge
1	Through our assessment, observations and discussions with professionals there is a rise in the number of our disadvantaged pupils experiencing mental health difficulties and who have not been supported with the necessary strategies to manage the anxieties they may face on a daily basis. This is them impacting their ability access their learning effectively.
2	Disadvantaged pupils phonics and fluency are below age expected outcomes, which is having a detrimental effect on their ability to access their learning and be functionally literate.
3	Our assessment, observations and discussions with pupils and their parents through transition have highlighted that pupils social and communication skills

	are limited as they have not been adequately equipped with the tools to prepare them for adulthood
4	Lack of specific training for some staff in being able to meet the changing needs of the pupils in the school
5	Through assessment, observation and discussions with pupils and their families we can identify that the education, wellbeing and wider aspects of development have been impacted firstly by the global pandemic and subsequently by the cost of living crisis. These will have a greater impact on our disadvantaged pupils, finding which have been backed up by national studies.

## 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
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments	Identify and provide additional support for those pupils not making expected progress  Improved quality of teaching in all areas  Meaningful interventions carried out with identified pupils based on assessment
Disadvantaged pupils are better prepared for adulthood through gaining appropriate qualifications	Qualification outcomes from the varied curriculum  Moderation reports  Accessing quality work experience
A more skilled workforce who are able to meet the needs of the changing cohorts	CPD calendar  TA recruitment and training
Improved phonics and fluency for all disadvantaged pupils	Dedicated time for meaningful literacy interventions  Assessment of phonics and fluency through summative assessment

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly professional development and twilight training sessions	Through the appraisal process and identifying the needs of the school a weekly CPD had been introduced to plug the gaps. <ul style="list-style-type: none"> <li>- TA's have a weekly meeting where relevant strategies and information are shared</li> <li>- Teaching staff have a weekly CPD that addresses gaps in the quality of teaching</li> <li>- Twilight sessions have been delivered for extended CPD opportunities e.g. curriculum planning in June 2023</li> </ul>	All
Employment of 2 days a week 1:1 literacy and numeracy support	Evidence from pupil's EHCP's as detailed in provision required from the school	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 weekly support from a dedicated mentor	Evidence from pupil's EHCP's as detailed in provision required from the school	2
Therapeutic mentoring delivered to those pupils identified	Evidence from reports identifying the young people's mental health needs have increased over the last 2-3 years. Local services for young people's mental health is inadequate for young people with learning disabilities and the	All challenges

	provision that is available is massively oversubscribed, meaning waiting times are anything up to 12 months.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Food/care packages provided for individual families experiencing additional financial challenges	The cost of living crisis has compounded the already difficult circumstances caused by disadvantage and the global pandemic. The rise in families needing food banks has been well documented in recent months	5
Investment in Arbour as a data and attendance tool	This is a system that all schools in the Trust are using to allow for consistency across the board.	All challenges
Enrichment budget – a budget was set up to allow staff to deliver the enrichments that best met the needs of out disadvantaged pupils	Tutors and TA's who spend the majority of time with the pupils are the best to identify their enrichment needs and have the funds to provide the enrichments	3 and 5
Residential trips funded or partly funded for those disadvantaged upon request	The experiences and skills young people have while on a residential trip are relate to the Preparing for Adulthood agenda which are invaluable for the young people attending Wightwick Hall School.	All challenges
Lexplore Analytics	A reading analysis tool to support with improved reading skills	2 and 3
Miscellaneous resources	A variety of additional resources or one off purchases to support the most vulnerable in accessing their education. This list includes: <ul style="list-style-type: none"> <li>• Table Tennis Coach</li> <li>• Workshop ipad Orchestra</li> <li>• Uniform</li> <li>• Secret Garden Subscription</li> <li>• IT Equipment</li> <li>• Student Glasses</li> <li>• Learning Resources</li> <li>• D of E Licence</li> <li>• Subscription Show my homework</li> </ul>	All challenges



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The previous PP statement came to an end in August 2022 so this interim statement will review the previous outcomes:

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022 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. **This allowed for further disruptions to be accounted for if needed**

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. **This has allowed for better support for pupils moving forward when there are absences.**

External and internal one-to-one tuition was provided with particular focus on gaps in learning and missed learning within English and Maths. **Progress was made but further focus is needed to fully achieve this target.**

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. **This has continued with baselines and morning exercise. Curriculums need further review and a new Assistant Headteacher has been employed to bridge this gap.**

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. **This was successful and transition still takes place along with the counselling.**

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. **This aim is a continuing target to work toward.**

## 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.*

<b>Programme</b>	<b>Provider</b>
Equals scheme of work	Equals
TT Rockstar	Times Table Rockstar



## Further information (optional)

This pupil premium strategy is a short term strategy due to the changes being implemented in the school for the following academic year 2023-2024.

This strategy will be reviewed and update in preparation for publication before December 2023