

Pupil premium strategy statement - Walton Hall Academy

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	2022-2023 - 191 2023-2024 - 201
Proportion (%) of pupil premium eligible pupils	42.1% - 2022/23 48.76% - 2023/24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	01 October 2022
Date on which it will be reviewed	01 October 2023
Statement authorised by	Julie Wood
Pupil premium lead	Julie Wood
Governor / Trustee lead	Keith Winstanley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67,361.25
Recovery premium funding allocation this academic year	£ 77,280.00
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
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>	£144,641.25

Part A: Pupil premium strategy plan

Statement of intent

At Walton Hall Academy we aim to deliver a unique, personalised curriculum that aims to meet the needs of all our learners. We have high expectations of our students and encourage them to be the best that they possibly can be. We strive to develop their independence, their confidence and their competence as they prepare for adulthood.

Walton Hall Academy is whole heartedly committed to ensuring that all pupils regardless of economic status are provided with equal educational opportunities and support to ensure expected or above progress is made. The targeted and strategic use of Pupil Premium will support us in achieving our vision. We will do this by:

- Ensuring that teaching and learning opportunities meet the needs of all of the pupils providing them with an excellent education.
- Where expected progress is not being made, making available a range of appropriate interventions to close progress gaps.
- Offering a number of enrichment and engaging activities to raise aspiration and foster a positive attitude towards learning.
- Providing resources and services that will enhance learning and positively impact on progress.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health needs of students that impact on learning and development.
2	Historical gaps in learning that require addressing so children can access the curriculum and achieve as well as their peers.
3	Lower student absence including emotionally based school avoidance linked to emotional health and COVID anxieties.
4	Lack of equipment, resources, funds and uniform meaning potentially less opportunity outside of school for enrichment activities.
5	Challenging out of school environments and situations that mean children are less ready to learn at school.
6	Limited engagement of some parents/carers in children's learning and the wider academy life.

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
Improve behaviour and barriers to learning through positive rewards and behaviour systems.	<ul style="list-style-type: none"> • Reduced number of negative points for disadvantaged students. • Increased number of students gaining reward badges and trips.
Improve programmes and therapies to support students emotional and mental health.	<ul style="list-style-type: none"> • Reduced number of safeguarding concerns raised and behavioural incidents. • Improved attendance. • Improved engagement in learning.
Increase reading ages and abilities through establishing a whole school approach to reading including targeted interventions to narrow gaps.	<ul style="list-style-type: none"> • Improved reading ages. • Most PP student meeting or exceeding targets.
Improved communication and relationships with parents to better support students educationally, emotionally and socially.	<ul style="list-style-type: none"> • Reduction in home issues recorded on MyConcern. • Increased attendance at school events.
All students have equal opportunities for cultural capital through access to a creative curriculum, learning outside the classroom, music tuition, breakfast clubs and any activity requiring funding.	<ul style="list-style-type: none"> • All students take part in all funded lesson. • No PP student goes hungry. • Students have several experiences each year beyond those in the classroom.
Attainment gap narrowed through the delivery of a range of broad and varied interventions.	<ul style="list-style-type: none"> • Most PP student meeting or exceeding targets
Access to technology increased to enhance teaching and learning across all subjects.	<ul style="list-style-type: none"> • iPad technology used in most lessons increasing student engagement. • All PP students have access to their own iPad device.

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: £ 41,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all students with iPads. (£15,000)	Access to technology enhances teaching and learning experiences. iPads aid learning for students.	2, 4
Training for all staff and purchase of Fresh Start – Read, write inc resources. (£1,500)	Phonic intervention enables rapid reading progress. All staff will have the same approaches to teaching phonics following whole school training.	2, 4
Elements training – Steven Russell for whole staff team (The Power of ‘one’) (£2500)	Whole school ethos of trauma informed and attachment aware, and relational practices. Holistic understanding of students that will enable better support and proactive strategies to reduce behaviour incidents and improve emotional well-being.	1, 2, 3, 4
Relational Practices – Independent Thinking training for whole staff team. (£1,250)	Whole school ethos of trauma informed and attachment aware, and relational practices. Holistic understanding of students that will enable better support and proactive strategies to reduce behaviour incidents and improve emotional well-being.	1, 2, 3, 4 and 6
Whole school sensory processing training (£800)	Whole staff inset training on sensory processing, providing ideas to best support student who require a sensory diet. If sensory needs are met, engagement in learning is improved.	1, 2 and 5
Forest school teacher (£6,450)	Forest school and learning in the outdoors enables students increase in their self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	1 and 3
Teacher CPD – cost of courses and time for staff to attend – cover (Attention Autism, Lowland leader, Whole	Upskilling staff to deliver outstanding lessons and supporting staff development known to bring around better outcomes for students.	1 and 2

<p>school Fresh Start: Read, write, inc, time to attend NPQLL, NPQLT, NPQSL courses, DofE assessors course, Apprentice HLTA) (£13,655)</p>	<p>Whole school development of the understanding and teaching of phonics has ensured all staff consistently teach phonics and early reading skills well.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £36,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing – Oasis Centre 2 x Teaching Assistants and HLTA salary to cover delivery of 1:1 academic and well-being interventions. Plus, sensory integration lead, farm manager and music HLTA providing specific interventions (£35,654)</p>	<p>Intense targeted support to support allocated students through data analysis. Focused and appropriate interventions to increase rate of progress. Reduction of distractions and disruption in main classes means that teaching and learning is more effective. Higher staff ratio to support students that are struggling, ensuring that their gaps in attainment are reduced.</p>	1, 2 and 3
<p>TT Rockstars subscription (£100 per year)</p>	<p>Maths catch-up programme aimed to improve student knowledge of timetables to underpin the maths curriculum.</p>	2
<p>Conquer Maths subscription (£250 per year)</p>	<p>Maths catch-up programme aimed to bridge gaps in knowledge with personalised lessons.</p>	2

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

Budgeted cost: £67,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creative therapist to support 1:1 well-being and attendance interventions including non-directional play</p>	<p>Students are able to access immediate support for mental and emotional health in school. Creative therapy delivered by our own team will mean that students are getting</p>	1, 2, 3 and 5

therapy and Decider Skills sessions (£15,532)	support at a level that is appropriate to them. Reduction of waiting times to access support. Enables wrap around support for a young person.	
Time for operations service manager and vice principal to improve school attendance. (£2,250 + £580 = £2830)	Dedicated time to track attendance, communicate with parents, hold attendance meeting and make referrals to AP if required.	3
Training for school therapist to enable delivery of creative therapies in school. (£462 per year)	As above.	1, 2, 3 and 5
Behaviour support officer to support behaviour management and specific interventions (£26,000)	Specific member of staff available to support students that require it reducing the impact of behaviours in lessons, ensuring learning is continued. Behaviour support officer trained in PROACT-SCIPr meaning the proactive support reduces challenging behaviours.	1, 5 and 6
Clinical psychologist from Mind to deliver 1:1 support for identified students. (£3,300 per year)	One day per week ensuring students that require this support has immediate support. Reduction of waiting times. Students feel more able to access this support in an environment they feel secure with.	1, 2, 3 and 5
Decider Skills training and intervention deliver in school. (£480 training - £800 behaviour support officer time to deliver)	A form of CBT that students with learning needs are more able to access. Supports students to develop their mindset and make better decisions.	1, 2, 3 and 5
Advanced Wilderness therapeutic approach training and deliver7 – CF (£450 for training, £2,128 per annum for 3 hrs per week)	Evidence shows that supported students in an outdoor environment can support mental health.	1, 2, 3 and 5
Breakfast club – all students receive breakfast every day. (£1000 per year)	Students that eat breakfast have better concentration and more energy." Research findings include: Kids who eat breakfast the morning before a standardized test have significantly higher scores in math, spelling and reading than those who don't. Breakfast	4

	eaters have better brain function, memory and attention.	
Class Charts subscription (£2,000)	Subscription to Class Charts to monitor behaviour and enable students gain rewards and acknowledgement of positive behaviours.	1
Costs towards food technology, trips, rewards and visits and uniform. (£10,000 per year)	Students access the same opportunities as their non-disadvantaged peers enhancing their cultural capital. Rewards trips – Drayton Manor, Tubing Active Life visits – Canoeing, Climbing and outdoor education. Weekly cookery sessions Tall Ship Expedition	4 and 6
Duke of Edinburgh subscription and expedition costs (£1500)	Duke of Edinburgh Award scheme enables students to develop important skills for independence and employment. These opportunities provide cultural capital and enable growth of self-esteem and confidence of students.	1, 3
Educational Psychology service to provide assessments and support to inform EHC planning. (£1000)	EP support to ensure that all students have their needs met and reflected in their EHCs. Support and advice used by teachers to ensure the needs of students are meet.	1, 2

Total budgeted cost: £144,641

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged students 2022 – 2023

Academic progress

Whole school English performance – 91.11% of disadvantaged learners met or exceeded their targets. This is just less than non-disadvantaged learners (94%).

Whole school Maths performance – 85% of disadvantaged learners met or exceeded targets. This was marginally higher than non-disadvantaged learners.

Whole school EHCP progress

- **Communication and interaction** – 93.94% of disadvantaged learners met or exceeding the desired outcomes identified on their EHCP. This is higher than non-disadvantaged students.
- **Cognition and learning** – 95.78% of disadvantaged learners met or exceeded the desired outcomes identified on their EHCP. This equals the progress of non-disadvantaged learners.
- **Social, Emotional and Mental Health** – 90.9% of disadvantaged learners met or exceeded the desired outcomes identified on their EHCP. This is considerably higher than our non-disadvantaged students.
- **Physical and Sensory** – 90% of disadvantaged learners met or exceeded the desired outcomes identified on their EHCP.

KS4 Accredited Outcomes

- **English** - 7 out of 8 students sitting accreditation passed at their targeted level. 2 of these students gained a level higher than their target.
- **Maths** – 6 out of 8 students sitting accreditation passed at their targeted level. 2 of these students exceeded their targeted level.

A year 10 disadvantaged learner sat his level 1 functional skills exams in Maths and English, passing both in preparation for his GCSE exams this year.

Social, emotional and Mental Health

Many disadvantaged students who accessed support from the well-being team, were able to break down the barriers to learners and access their lessons, ensuring progress is made.

Further information (optional)

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