

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	Willoughby Academy
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	38.76%
Academic years that our current pupil premium strategy plan covers	3
Date this statement was published	16 th December
Date on which it will be reviewed	1 st September 2022
Statement authorised by	James Husbands
Pupil premium lead	Nicola Hill
Governor / Trustee lead	Sophie Foston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,660
Recovery premium funding allocation this academic year	£9,860
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£50,520

Part A: Pupil premium strategy plan

In Willoughby Academy, we aim to identify barriers to learning to support all pupils within their educational journey to ensure they are making good or higher levels of progress. The school recognises the need to provide additional support and opportunities for our most disadvantaged pupils in order to close the gap between these students and their peers. In order to do this, we have identified the most significant barriers that these pupils face and aim to provide resources, opportunities and support to address these. Our goal is to ensure that all of our pupils, including our pupil premium pupils, have the ability to access their education fully and are able to access wider school opportunities and experiences.

The school's current pupil premium strategy plan reflects this objective by understanding that in order for our pupils to access their curriculum and wider school opportunities, the pupil's holistic needs must be addressed.

Moving forward, this will continue to be a key principle in addressing the needs of our pupil premium cohort. With this in mind, the school will focus on supporting behaviour for learning and meeting all pupils' sensory needs. This will be achieved through careful planning and intervention, relevant staff CPD as well as utilizing external professionals. In turn, this will allow greater engagement within learning opportunities. The school recognises the importance of supporting pupil's social and emotional well-being which will allow them to feel happy, settled and integrated within their school community. This principle is interwoven into the school's ethos and curriculum and is supported by Willoughby's pastoral support team.

An important focus for supporting learners in both their academic and personal growth is developing communication skills. The school supports a total communication approach where verbal and non-verbal communication skills are valued and worked on. The school endeavours to give each and every pupil the ability to use their 'voice' and improve their receptive and expressive communication skills. In turn, this allows for greater engagement and progress within academic and personal areas.

Another important focus is attendance. The school aims to work towards increased parental engagement to ensure high levels of attendance for all pupils.

To achieve the **Priory Trust's** mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;
- The strategy is integral to the whole-academy plans for education recovery.

Statement of intent

Challenges

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

Challenge	Detail of challenge
1	Our assessment data shows that our disadvantaged pupils generally make lower levels of progress within their core subject areas. Although there are other considerable barriers to learning that may contribute to these lower levels of academic achievement, their overall achievement is lower than that of their non-disadvantaged peers.
2	Our observations show that our disadvantaged pupils may face increased social and emotional difficulties requiring pastoral input.
3	Through observations, discussions and assessments, it is shown that our disadvantaged pupils often require additional support to complete everyday tasks independently.
4	Our observations and data reflect that our disadvantaged pupils may struggle with appropriate behaviour for learning and may display an increased level of challenging and disruptive behaviour.
5	Through observation, discussions and assessments, we find that our disadvantaged pupils have unmet sensory needs which impacts their ability to access their education.

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 academic achievements and outcomes in all core subject areas for our disadvantaged pupils, taking into account their personal needs and baseline assessments.	Through improvement of achieved performance demonstrated through our end of year assessment data, at the end of our strategy 2024/2025. There will be a reduction in the attainment gap between disadvantaged and non-disadvantaged pupils.
Improved social & emotional health for our disadvantaged pupils.	Pupils having been identified as needing additional support in this area will be accessing appropriate pastoral support. Pupils will be accessing PSHE topics that support social and emotional health. Pupils will demonstrate an increased ability to express their emotions and emotional needs, in line with their abilities and cognitive levels. Pupils will demonstrate an increased ability to respond to their emotions in an appropriate way (including self-regulation where appropriate) Pupils will be accessing appropriate socialisation opportunities (including playtimes & extra-curricular opportunities). Currently 36% of Willoughby pupils access additional pastoral support. 29% of these pupils are from the pupil premium cohort.
Disadvantaged pupils will demonstrate greater independence among a variety of daily tasks such as personal care, choice making and learning	Through achievement of annual EHCP outcomes as well as through discussions with school staff and parents/carers.

<p>opportunities. Improving within this area will improve our pupils 'next step' and career outcomes.</p>	<p>Through successful vocational profiling and access to internal and external work experience placements.</p>
<p>Disadvantaged pupils will have reduced number of behavioural incidences allowing greater engagement in all learning opportunities reflecting in improved academic outcomes.</p>	<p>Through careful monitoring and intervention, there will be a fewer number of behavioural incidences. Pupils will be more engaged in the whole school rewards system, which will act as a motivator for positive behaviour for learning. This will be shown through academic data as well as parental and pupil feedback. Where appropriate, there will be an increased number of supported transitions back into mainstream education. Last academic year, 2.7% of pupils transitioned to mainstream education.</p>
<p>All disadvantaged pupils identified as needing sensory support, will be accessing an effective sensory diet as recommended by our sensory occupational therapist.</p>	<p>Pupils will be following appropriate sensory diets including scheduled sensory circuit sessions, swing room sessions and regular reviews by the schools sensory OT. Sensory evaluation forms will reflect improvements and pupil feedback will be positive. Observations will reflect fewer incidents of behaviour which have happened as a result of unmet sensory needs. Currently, 45% of Willoughby pupils access some form of sensory integration. 45% of those are from the pupil premium cohort.</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

Budgeted cost: £23, 461

Activity	Evidence that supports this approach Why will this work	Challenge number(s) addressed
<p>CPD for staff on how to support positive behaviour for learning and manage behavioural challenges through the use of behaviour plans.</p>	<p>Evidence shows that by reducing the number of behavioural incidences, pupils are more able to engage in their learning. Positive behaviour for learning also contributes to improved mental and social well-being.</p> <p>How School Leaders Can Optimise Behaviour Independent Review of Behaviour in Schools (www.gov.uk)</p> <p>We have observed that by using individualised behaviour plans, pupils are better supported within their classrooms, have increased incidences relating to behaviour and can engage in more meaningful learning.</p>	<p>1, 2,4</p>
<p>CPD for staff on assessment model (BSquared) and data analysis</p>	<p>Evidence shows the need for holistic and teacher led assessment when assessing 'next steps' and reviewing learning for pupils with SEND.</p> <p>Assessing SEND Pupil Progress Optimus Education (www.optimus-education.com)</p>	<p>1</p>
<p>Recruitment of a pastoral manager who will support our pastoral lead in facilitating and engaging with disadvantaged pupils requiring this additional support, especially those requiring further support as a result of the pandemic. Pastoral support will also work on increasing parental engagement to enable parents/cares to have appropriate support systems in place. This will also fund additional CPD within this area.</p>	<p>Having adequate pastoral support available for all pupils is associated with positive improvements in cognition, engagement, physical, social and mental health.</p> <p>Promoting Children and Young People's Mental Health and Well-being (www.gov.uk)</p> <p>There is strong evidence to suggest that increasing parental engagement will improve academic outcomes.</p> <p>Working With Parents To Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>
<p>Teaching staff engage in the Trust Professional Development Programme</p>	<p>Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational frameworks to enable effective implementation.</p>	<p>1</p>

Targeted academic support

Budgeted cost: £6860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase assistive technology to support communication and independence within learning.	Evidence shows that by utilizing assistive technology effectively, pupils are able to improve academic outcomes, communication and independence within their learning. Assistive Technology Stakeholders Report Educators (www.gov.uk)	1,3, 4
Engage with the National Tutoring Programme to provide tutoring and school led tuition. A significant proportion of pupils utilizing the programme will be disadvantaged.	Providing specific 1:1 tuition to address gaps in knowledge is an effective method to support pupils who have lower attainment levels. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

Wider strategies

Budgeted cost: £20, 199

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory input tools and activities including assessment by our sensory OT. Staff training will also be funded within this.	We have observed that providing sufficient sensory support for pupils who need it promote positive behaviour for learning, engagement in school life and ability to self-regulate. Examples of this include accessing a sensory circuit (organising, calming & alerting activities), access to the sensory integration suite (vestibular & proprioceptive opportunities), and providing equipment such as weighted jackets, weighted blankets, fidget toys and specialised seating.	1, 4, 5
Enhanced support to increase independence for disadvantaged pupils. This will include weekly life skills sessions, vocational profiling and work experience (internal & external). This includes CPD and release time for TA Work Coaches.	We have observed that providing meaningful and regular life skills sessions allows pupils to build fluency around developing a particular skill. Evidence suggests that by providing vocational profiling opportunities and Scaffolded career support, pupils are more likely to achieve positive career based outcomes. The Importance of Work Experience for People of All Abilities Training Journal	3
Enhanced opportunities for our disadvantaged pupils to access extracurricular activities such as Forest Schools, Sports sessions (led by external professionals), Educational Trips and	There is evidence showing that disadvantaged pupils have unequal access to extracurricular opportunities. There is also some evidence that links extracurricular involvement to enhanced academic achievement as well as other positive outcomes. By ensuring our disadvantaged pupils have enhanced opportunity to access extracurricular activities, we can work on bridging this gap.	1, 2, 3, 4, 5

Visits, Lunch Time and After School Clubs.	<p>An Unequal Playing Field Social Mobility Commission (www.gov.uk)</p> <p>There is also evidence that involvement in extracurricular activities can support the development of important life skills.</p> <p>Extracurricular activities to develop life skills (www.gov.uk)</p>	
1:1 Wellbeing Support	Pastoral manager will provide 1:1 scheduled sessions for pupils having been identified as needing additional emotional well-being support. This support will be tailored to the specific needs of the pupil allowing for targeted and relevant sessions. This will support pupils to feel settled, mentally healthy and able to access their learning.	1, 2, 4, EC
Small Group Wellbeing Support	Pastoral manager will provide specific scheduled interventions for pupils having been identified as needing additional social well-being support. This will be tailored to the specific needs of the pupils within the small group.	1, 2, 4, EC

Total budgeted cost: £50, 520

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.

Academic outcomes for the pupil premium cohort in the academic year 2020-2021 were in line with their peers, with some pupils exceeding their expected levels of progress. It is important to note that academic progress was significantly affected due to COVID-19, however, the school's assessment tool BSquared was successfully utilized to track progress of all pupils, including the pupil premium cohort. Specific resources were utilized to support this with a focus on improving communication skills.

Where pupils were not making expected levels of progress, intervention was provided via 1:1 support within the classroom, as well as utilizing specific resources. Again, this was impacted by COVID-19, however the school utilized online learning. Pupils were provided specific learning tasks through an online learning platform and teaching staff supported parents/carers with additional resources where appropriate. Where possible, extended learning opportunities were undertaken. This included class trips and regular access to Forest Schools. This allowed for multi-sensory engagement within the curriculum as well as increased social opportunities.

Behaviour for learning continued to be an important focus for the school. Where possible, certain groups of staff undertook CPD in order to support behaviour for learning. Home-School liaison continued to be effective with strong relationships having been built between teaching staff and parents/carers. This supported in reducing behavioural incidents and improving behaviour for learning in the classroom and at home when online learning was utilized.

Sensory integration was utilized well throughout the past academic year. The sensory occupational therapist observed pupils throughout the year and provided bespoke sensory diet programmes for the specific pupils. These programmes were implemented and followed by teaching assistants throughout the year. The sensory occupational therapist reviewed pupils when needed and made amendments to their programmes. This resulted in pupils' sensory needs being met allowing them to engage more effectively in all areas of school life.

Externally provided programmes

Programme	Provider
None	

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Football sessions were provided by an external PE specialist. Forest school sessions were provided regularly throughout the year. Pupils accessed careers intervention and opportunities including vocational profiling and internal work experience placements.
What was the impact of that spending on service pupil premium eligible pupils?	Football sessions provided pupils with the opportunity to have increased levels of physical activity. It also gave pupils the opportunity to work on their social and emotional skills through turn taking and game play. Increased levels of physical activity also provided sensory input for pupils who need it. Forest School sessions allowed pupils to access their education through a multi-sensory

approach. The pupils had the opportunity to practice their independent skills in a different setting whilst undertaking a variety of different tasks. It also provided an opportunity for pupils to improve their social skills by working alongside their peers.

Careers support provided by the school's pastoral manager allowed pupils to reflect on their own skills and aspirations for the future. The pupils undertook supported vocational profiling where they identified skills they currently have, and ones they would like to develop. They were then able to think about how these skills would support them in future endeavours. The pupils were supported to undertake a variety of internal work experience placements such as admin work, window washing and catering support. These all support the pupils with their independent living skills as well as increasing behaviour for learning by providing a motivating experience to partake in.