

### Pupil premium strategy statement

This statement details our school's use of pupil premium funding and recovery 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	135
Proportion (%) of pupil premium eligible pupils	35%
Academic years that our current pupil premium strategy plan covers	3
Date this statement was published	16.12.22
Date on which it will be reviewed	15.12.25
Statement authorised by	Vicki Billyard
Pupil premium lead	Laura Mills
Governor / Trustee lead	Gary Ridgeway

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,333
Pupil premium funding carried forward from previous years	£123
Recovery premium funding allocation this academic year	£49,210
<b>Total budget for this academic year</b>	<b>£111,666</b>

## 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 pupil's sensory needs. This will be achieved through careful planning and intervention, relevant staff CPD as well as utilising 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 the 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 many of our pupils, including our disadvantaged cohort, face communication and interaction difficulties. Although there are other considerable barriers to learning that may contribute to these lower levels of academic achievement, specific support is needed for this core area.
2	Our observations show that some of our disadvantaged pupils may face increased social and emotional difficulties requiring pastoral input.
3	Through observations, discussions and assessments, it is shown that some of our disadvantaged pupils often require additional support to complete every day tasks independently.
4	Our observations and data reflect that some of 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 some of 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 communication and interaction outcomes 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. Pupils having been identified as needing additional support with communication and interaction will be utilising assistive technology or accessing appropriate interventions. Currently, 40.7% of our pupil access or utilise some form of communication support (Switches, Clickr, Proloquo, Eye Gaze or PECS). 32.7% of these are from our pupil premium cohort.
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)

	<p>Pupils will be accessing appropriate socialisation opportunities (including playtimes &amp; extra-curricular opportunities).</p> <p>Currently (Nov 2022) 40% of Willoughby pupils access additional pastoral support. 45% of these pupils are from the pupil premium cohort.</p>
<p>Disadvantaged pupils will demonstrate greater independence among a variety of daily tasks such as personal care, choice making and learning opportunities. Improving within this area will improve our pupils 'next step' and career outcomes.</p>	<p>Through achievement of annual EHCP outcomes as well as through discussions with school staff and parents/carers.</p> <p>Through successful vocational profiling and access to internal and external work experience placements.</p> <p>Through teacher and parental surveys.</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.</p> <p>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.</p> <p>Where appropriate, there will be an increased number of supported transitions back into 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.</p> <p>Sensory evaluation forms will reflect improvements and pupil feedback will be positive.</p> <p>Currently (Nov 22), 32.6% of Willoughby pupils access Sensory Circuits and/or the Sensory Integration Suite. 50% 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: £42,345

Activity	Evidence that supports this approach Why will this work	Challenge number(s) addressed
CPD for staff on how to support positive behaviour for learning and manage behavioural challenges through the use of behaviour plans.	<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><a href="#">How School Leaders Can Optimise Behaviour   Independent Review of Behaviour in Schools (www.gov.uk)</a></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>	1, 2,4
CPD to support Communication and Interaction including; Read Write Inc, PECS, Attention Autism	<p>Evidence shows that developing reading through the use of phonics can support pupil's ability to communicate and interact more effectively.</p> <p><a href="#">Phonics - Mastering The Basics of Reading   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is evidence to suggest that communication and language intervention can improve pupils with SEND's emotional well-being as well as academic outcomes.</p> <p><a href="#">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
CPD for staff on assessment model (BSquared) and data analysis	<p>Evidence shows the need for holistic and teacher led assessment when assessing 'next steps' and reviewing learning for pupils with SEND.</p> <p><a href="#">Assessing SEND Pupil Progress   Optimus Education (www.optimus-education.com)</a></p>	1
Development of a pastoral team with the aim of facilitating and engaging with disadvantaged pupils requiring this additional support. Pastoral support will also work on increasing parental engagement to enable parents/carers to	<p>Having adequate pastoral support available for all pupils is associated with positive improvements in cognition, engagement, physical, social and mental health.</p> <p><a href="#">Promoting Children and Young People's Mental Health and Well-being (www.gov.uk)</a></p>	1, 2, 4

have appropriate support systems in place. This will also fund additional CPD within this area.	There is strong evidence to suggest that increasing parental engagement will improve academic outcomes. <a href="#">Working With Parents To Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	
Development of the school library (including books)	Studies have shown that high-quality resources linked to specific curriculum areas improve engagement in learning and academic outcomes.  <a href="#">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

### Targeted academic support

Budgeted cost: £1,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase assistive technology to support communication and independence within learning.	Evidence shows that by utilising assistive technology effectively, pupils are able to improve academic outcomes, communication and independence within their learning. <a href="#">Assistive Technology Stakeholders Report   Educators (www.gov.uk)</a>	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. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

### Wider strategies

Budgeted cost: £68,285

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. Maintenance of equipment within the sensory integration suite, multi-sensory room and equipment for sensory circuits.	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 Job Coaches.	<p>We have observed that providing meaningful and regular life skills sessions allows pupils to build fluency around developing a particular skill.</p> <p>Evidence suggests that by providing vocational profiling opportunities and Scaffolded career support, pupils are more likely to achieve positive career based outcomes.</p> <p><a href="#">The Importance of Work Experience for People of All Abilities   Training Journal</a></p>	3
Enhanced opportunities for our disadvantaged pupils to access extracurricular activities such as Forest Schools, Sports sessions (led by external professionals), Educational Trips and Visits, Lunch Time, STEM opportunities and Sailability.	<p>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.</p> <p><a href="#">An Unequal Playing Field   Social Mobility Commission (www.gov.uk)</a></p> <p>There is also evidence that involvement in extracurricular activities can support the development of important life skills.</p> <p><a href="#">Extracurricular activities to develop life skills (www.gov.uk)</a></p>	1, 2, 3, 4, 5
1:1 Wellbeing Support	Pupil Intervention 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,
Small Group Wellbeing Support	Pupil Intervention 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,
Provision for Food & Nutrition lessons	This will provide the necessary ingredients for all pupils to be able to access their Food & Nutrition lessons, regardless of whether they have been able to voluntarily contribute.	1, 2, 3
Contingency Fund for acute issues	This contingency fund will provide for access to basic provision as well as enrichment and educational visits, if it is deemed necessary.	1,2,3,4,5

**Total budgeted cost: £111,666**

## 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.

Our pupil premium cohort continued to access high quality teaching and learning, with differentiated and tailored learning opportunities. The pupils benefitted from an enriching curriculum which included multi-sensory experiences and opportunities such as forest schools, external visitors and engaging educational visits. These enrichment experiences provided opportunities for our pupils to develop their communication and their skills for life.

Where appropriate, pupils accessed the National Tutoring Programme. An external tutor delivered 180 hours of tutoring to 15 pupils in either Maths or English. Many of these pupils have continued these tutoring sessions into the 22-23 academic year. Impact of this tutoring will be monitored and measured throughout the tutoring this year.

Pupils continued to access 1:1 and small group support from our Pupil Intervention Manager. This support was tailored to pupil's specific needs as referred by the pupil's class team. This emotional well-being support has enabled pupils to work towards more effective self-regulation, which in turn, allows for greater engagement with learning. Our Pupil Intervention Manager continued to develop the careers programme at Willoughby. This saw many pupils access external and internal work experience placements, receive visits from high-quality professionals and develop vocational profiles all supported by a Class Job Coach.

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.

Sensory integration was utilised well throughout the past academic year. The sensory occupational therapist observed pupils throughout the year and provided bespoke sensory diet programmes for 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 pupil's sensory needs being met allowing them to engage more effectively in all areas of school life impacting positively on their progress.

### Externally provided programmes

Programme	Provider
None	

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Forest school sessions were provided regularly throughout the year. Pupils accessed careers intervention and opportunities including vocational profiling and internal work experience placements. Funding was also used for the sensory occupational therapist.
What was the impact of that spending on service pupil premium eligible pupils?	These sessions provided pupils with the opportunity to have increased levels of physical activity during outdoor learning. It also gave



pupils the opportunity to work on their social and emotional skills through turn taking and game play. This also provided sensory input for pupils who required 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 cleaning 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. By providing sensory support through a sensory occupational therapist, we were able to ensure that there was sufficient sensory support for pupils who need it to promote positive behaviour for learning, engagement in school life and the ability to self-regulate.