

Wennington Hall School - Pupil Premium strategy statement 2021-2022



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 | Wennington Hall School |
| Number of pupils in school | 38 |
| Proportion (%) of pupil premium eligible pupils | 66.67 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | Spring Term 2022 |
| Statement authorised by | M Peart |
| Pupil premium lead | E Adams |
| Governor / Trustee lead | A Probert |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £22,920.00 |
| Recovery premium funding allocation this academic year | £6,960.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| 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 | £29,880.00 |

| 2. Current attainment | | | |
|--|----------------|--|--|
| | | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| % achieving targets in Core Subjects (English, Maths, Science) <i>* Based on 2020/21 assessment data</i> | English | Above expected 11% Expected 15% Below expected 70% No Data 4% | Above expected 14% Expected 14% Below expected 71% No Data 0% |
| | Maths | Above expected 18% Expected 22% Below expected 56% No Data 4% | Above expected 29% Expected 43% Below expected 29% No Data 0% |
| | Science | Above expected 11% Expected 37% Below expected 48% No Data 4% | Above expected 14% Expected 43% Below expected 43% No Data 0% |

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that pupils in receipt of Pupil Premium & Recovery Premium achieve to the best of their ability.

- To continue with initiatives to improve the multiple barriers facing young people and learners from disadvantaged groups affecting their ability to embrace learning and have success in overcoming these barriers reducing the attainment gap.
- To develop and improve the language and reading proficiency of young people identified as not currently meeting age related expectations.
- Continue to support Mental Health issues and the impact on young people's behaviour, attendance, progress and ability to learn compared to peers.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | To improve engagement, behaviour and attainment of young people. The attainment gap can be difficult to achieve as causes are entrenched and complex, and most lie beyond the control of schools and educators. |
| 2 | To address lost learning from the Covid -19 pandemic. |
| 3 | Behaviour, Attendance, Mental Health and Wellbeing. |

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 |
|---|---|
| Taking an evidenced based informed approach to the young people's learning. Continue with 1:1 targeted support developing extended reading and vocabulary use. Sharing good practice from other schools. | Curriculum Mapping, observations Embracing Rosenshine Education practice. Update resources. Explicit strategies for extending vocabulary as well as a language rich environment. Activities to extend young people's experiences. School rewards system. |

| | |
|---|--|
| <p>Provide suitable resources to access missed learning for each individual, but also realising the importance of working with other young people, of similar ability.</p> | <p>The quality of teaching & learning across the school is further developed and improved. Ensure teaching & support is effective (monitor and revise if necessary). Offering extended learning outside the classroom environment. Structured interventions, small group or one to one.</p> |
| <p>Support & appropriate advice/guidance offered to all young people. Bought in service -School Psychotherapist. PAS Team. Pastoral Team. Engagement of parents through school website & parentapp. Targeted support to young person and parent/carers to encourage attendance</p> | <p>Young people are better prepared for coping during times of potential stress. Professional support. Safe point of contact. Providing up-to-date information through an accessible platform & opportunity available to discuss further.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,080

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------|--|-------------------------------|
| Rosenshine Books | Teachers complete Rosenshine sheets to evidence where they are using the principles in their lessons. | 38 |
| Autism Training | Staff understand and are able to support the complex needs of pupils identified as being on the continuum this impacts on their everyday practice. The school does not differentiated by need it applies to all our young people. | 38 |

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

Budgeted cost: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------|--|-------------------------------|
| Psychotherapy | All pupils have access to a specialist in Psychotherapy. This support is available twice weekly within school with additional support over the telephone. | 38 |
| Pastoral Team | Group of staff that are available throughout the day to support young people at times of potential crisis. Individual staff members have taken additional Training e.g. Mental Health Champion. | 38 |
| Randstad | Tutor School liaison took place on a regular basis where feedback was provided. | 2 |

| | | |
|-----------------------------|--|----|
| Lancaster Morecambe College | Yr11 College Transition work. Year 11 cohort attended weekly college taster sessions to allow them to develop an awareness of college life alongside an understanding of the range of courses available to them. | 16 |
|-----------------------------|--|----|

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

Budgeted cost: £ 4,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------|---|-------------------------------|
| Breakfast Club | All pupils have access to a cooked breakfast on their arrival into school each day. Ensures students are well prepared to undertake the school day and avoid behavioural issues created by hunger. | 38 |
| Art Therapy | Member of staff undertook training in Art Therapy in preparation for delivery to identify pupils in the next academic year. This allows young people experiencing difficulties that impact upon their behaviour and attendance to discuss them with a trusted adult in a safe and calm environment. | 16 |
| Play Therapy | Two members of staff undertook training in Play Therapy in preparation for delivery to identify pupils in the next academic year. This allows young people experiencing difficulties that impact upon their behaviour and attendance to discuss them with a trusted adult in a safe and calm environment. | 16 |

Total budgeted cost: £ 29,880.00

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.

Robust testing using exam board testing materials including full exam papers and identified questions/tasks. External moderation with partner school of a range of peoples work. All staff completed relevant standardised training for accuracy of assessments, this was provided by the exam board. Students following the functional skills pathway completed all examination procedures following the usual externally assessed procedures.

All students undertook regular assessments for reading and numeracy using the Renaissance software packages.

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 |
|------------------|----------------------|
| myON | Renaissance Learning |
| SENECA | Seneca Learning |
| Twinkl | Twinkl |