



Weatherfield Academy

Pupil Premium 2023/24

Pupil Premium Grant (PPG) is provided by central government to support the achievement of students entitled to free school meals, who are looked after by the local authority, or who have a parent currently serving as a member of UK armed forces.

Additional financial resources have been added to our PPG during recent years from a Charity, Foundation and our Business Group to enhance projects and our work with our most vulnerable pupils. This funding has been secured in recent years and will continue throughout the coming and next academic years. Education Endowment Foundation research and partner schools have also added value with best practice advice and guidance being adopted into our plan. The 'Menu of Approaches' for suggested spending from the Department of Education has also been discussed and used to gain best value.

We have spent a great deal of time since 2011 looking at how our funding should be targeted and spent at Weatherfield Academy. We have established support for engagement and learning with consistency especially using best practise from the Education Endowment Foundation which found that the most successful schools;

1. Collected and analysed data on groups and individual pupils, and monitored this over time.
2. Focused on teaching quality.
3. Identified the main barriers to learning for disadvantaged children.
4. Put interventions in place when progress has slowed.
5. Engaged with parents and carers in the education of their child
6. Referred to existing evidence about the effectiveness of different strategies
7. Trained all classroom staff in the strategies being used in school
8. Secured staff commitment to the importance of the pupil premium agenda
9. Involved governors and all staff regarding pupil premium, deciding which policies to use.

we further needed to;

10. Decide what main focus we should prioritise with pupil premium funding
11. Analyse the barriers to learning and engagement before deciding what strategies to use
12. Decide on desired outcomes and identify success criteria for each
13. Monitor and evaluate the impact of any current strategies on pupils; [change them if they're not working]

The main barriers to educational achievement for all students at Weatherfield Academy Special School relate to their Special Educational Needs. Due to the complex profiles of our pupils, we recognise that outcomes are achieved by monitoring against Educational Health and Care Plans.

The identified key barriers for our most vulnerable pupils engaging in emotional literacy and numeracy functional skill are communication and physical development. Outcomes in these areas are more relevant to our pupils in their engagement to access education. In order to promote engagement in learning we know a young person's SEND must be accurate and

understood by everyone adding value to their educational and emotional pathway at Weatherfield Academy.

Our strategic assessment, at an early point in, allowed us to identify additional interventions required to support students, this strategy was subject to review.

Pupils on roll at the school	119 plus 47 post 16 Total 166
Number of Pupil Premium Pupils	40 PPG and 11 post 16 Bursary [31%]
Pupil Premium allocation 2023/24	£45,592
% staying in education or entering employment	100% We have had no NEET pupils since 2017

We invested in open discussion, from all professionals, to clearly identify the barriers to learning for our PPG eligible pupils. From this we have been able to identify the appropriate target areas to allocate the PPG funding to. The following areas were seen and agreed as essential to include in all decisions;

- All pupils have an EHCP for Cognition and Learning Delay of which an increasing number of pupils have autism as a additional need, however all pupils have complex additional needs with many including medical conditions and poor mental health.
- The implementation of a broad and balanced formal and semi-formal curriculum which is accessible and appropriate for all pupils, given their developmental differences, is a priority.
- Pupil access to an additional specialist educational area where pupils feel actively engage in wellbeing and kinaesthetic activities. This has been identified as the School Farm and Gardens. An agreement to focus funding to enhance access as part of the curriculum, out of hours learning and also during planned interventions. Investing 'long term' in a vibrant facility to promote pupil engagement and activity. N.B. This became an exceptional resource during the COVID-19 lockdown as it remained staffed and open every day, including weekends and holidays, for PPG families.
- Pupils who experience emotional dysregulation, and poor mental health, specifically anxiety around changes that impacts on the academic and personal and social development. These pupils will need additional support to cope with the routine of a school day and identified counselling and safe spaces 'Base' are essential to support their learning experience and engagement.
- Pupils with marked communication differences, minimally verbal pupils, those with limited language, or who require the use of assistive technology or specialist input in addition to our typical NHS provision for pupils with social communication difficulties.
- Many pupils present with ongoing sensory processing challenges, difficulty regulating all sensory input and eating and drinking difficulties, combined with difficulties with the maintenance of a healthy diet that all affect engagement with learning.
- Pupils with significant medical and health issues (including mobility difficulties) a small percentage of whom have conditions that are degenerative.

- Annual training needs for the dynamic staff team, to ensure they have a comprehensive understanding of complex health and care needs and are appropriately skilled to undertake their role in providing essential support to enable pupils to access the broad curriculum and provide specialist interventions where needed.

The Academy Farm remains open 7 days a week with a continuous offer of daily face to face experiences. A specialist Social Care/Health link between the school and the Local Authority for risk assessing all pupils with a social worker and providing additional resources allocated where appropriate. A new provision of Clinical Physiotherapy, parent counselling support and additional IT resources so every pupil has appropriate support and equipment.

The 2023/24 Pupil Premium grant of £45,592 was used as follows:

• To provide Free School Meals	£9,515
• To provide counselling support and sessions 1-1 for pupils identified at most risk of harm and a need to build resilience and confidence.	£20,434 MDT additional Funding from a local Foundation
• To employ part time additional therapists to support the SEND Advisory Teacher to train staff for identified intervention sessions to build confidence, encourage engagement and work on identified areas of weakness.	£47,470 MDT additional Funding from a local Foundation
• Daily milk and fruit in the Academy.	£4,174
• Assistance towards school trips	£720
• Provision of Horse Riding for pupils and financial assistance towards these costs	£9,017
• Provision of an after school and holiday club	£433
• Farm related expenditure	£7,394
• Use of external education providers to enable wide variety of learning experiences	£14,339

Additional funding has been added to this grant in recent years as we have overspent this important resource as we have support from our Business Group. As a result of this funding, we were able to continue offering a highly personalised approach and ambitious curriculum planning and delivery. aim to add funding for a new learning resource to build back better so pupils can be measured in making good or outstanding progress towards their academic and EHCP outcomes for the coming academic year.

Pupil Premium Strategy 2024-25

The main themes of spending will continue as the longevity of the grant has enabled a solid support structure for our most vulnerable learners throughout their learning journey.

Work has been ongoing on the design, planning and implementation of a flexing curriculum for delivery with the more complex learners 39 of whom started September 2023.

A focus on the positive effect on pupils linked to our Farm and Gardens will be a priority, as they are invaluable as a well-being and engagement resource. The Farm continues to offer pupil and family visits as well as being a vocational and curriculum learning resource. A planned redevelopment of resources and facilities to enhance this area has started and will be supported by Business and Foundation funds in the coming years.

Our aim is to invest in and continue to use our holistic assessment systems; a combination of EHCP outcomes and outcomes mapped against nationally recognised SEND assessment processes, to target the allocation of PPG interventions.

A consistency of support for the year 2022/23 means that we have carried over provisions as many of our new students and existing students need continued interventions as they have been so impacted by the changes in their routines and the experience of loss during recent years.

We aim to strengthen and increase participation in 'Cultural Capital' experiences. The social deprivation of our most vulnerable families results in the learners having limited access to experiences beyond the ones that are part of daily life for them.

The consistency of wider value use on the learner journey from 7 to 19 years has been discussed with pupils, parents, governors and staff to give clarity on the planned spending.

Summary of PPG allocation for 2024/25

To continue the proven and successful themes from recent years including daily fruit and milk, Breakfast Club and Healthy School Lunches [Manners at Mealtimes]

The following are a focus for the coming year and will be additionally supported by The Connolly Foundation.

- | |
|---|
| <ul style="list-style-type: none">● To provide a focus for PPG pupils via family support resource to link together education and learning engagement with mentoring and the family.● Clinical Psychotherapy support and training to be provided on site with no waiting time when the need is identified and reported. |
| <ul style="list-style-type: none">● To continue the successful and well respected 'Base' support throughout the working week with pupils and family support where needed.● Regular feedback meetings to SMT on the use of MDT support and short-term outcomes for pupils using the interventions and resources. |
| <ul style="list-style-type: none">● To invest in training for therapeutic and counselling support to assist with engagement and attendance of the most vulnerable young people. |
| <ul style="list-style-type: none">● Strengthened and increased participation and engagement in wellbeing activities across the seasons. This focus to create the opportunities to learn while engaging |

in productive vocational type skills that enhance “Cultural Capital’ experiences using the Farm and Gardens and Forest School Learning which are supported by the grant.