

Pupil premium strategy statement – Wightwick Hall School

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	139
Proportion (%) of pupil premium eligible pupils	41% (57 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2025
Date this statement was published	
Date on which it will be reviewed	September 2025
Statement authorised by	C Rowley
Pupil premium lead	R Griffith
Governor / Trustee lead	D Cody

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,120
Recovery premium funding allocation this academic year	£7000
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>	£40000

Part A: Pupil premium strategy plan

Statement of intent

Wightwick Hall School aims to utilise our Pupil Premium funding to ensure that all pupils, regardless of advantage or disadvantage are provided with equal educational opportunities and support as they aspire to achieve their full potential.

Our strategy will be driven by the needs and strengths of each pupil, based on summative and formative assessments.

We are committed to meeting the pupils' academic; personal development and cultural enrichment needs within a nurturing environment. Pupils will have equal access to a broad and rich curriculum, with literacy, numeracy as the foundation to reduce barriers and enable our pupils to access the full curriculum

Pupils educational experiences will be enriched with the relevant skills and knowledge they require to be prepared for adulthood. They will be offered appropriate support and intervention to enable them to progress through their educational journey.

Wightwick Hall will fulfil its statutory responsibilities and meet the needs of the individual outcomes outlined in the pupils' EHCP's. At the heart of our approach is quality first teaching with an inclusive and challenging curriculum that allows for academic, vocational and personal success.

Challenges

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

Challenge number	Detail of challenge
1	Through our assessment, observations and discussions with professionals there is a rise in the number of our disadvantaged pupils experiencing mental health difficulties and who have not been supported with the necessary strategies to manage the anxieties they may face on a daily basis. This is them impacting their ability access their learning effectively.
2	Disadvantaged pupils phonics and fluency are below age expected outcomes, which is having a detrimental effect on their ability to access their learning and be functionally literate.
3	Our assessment, observations and discussions with pupils and their parents through transition have highlighted that pupils social and

	communication skills are limited as they have not been adequately equipped with the tools to prepare them for adulthood
4	Lack of specific training for staff in addressing and meeting the more challenging behavioural needs of our increased pupil numbers. These needs are impacted by the extended periods of time these pupils have been out of education awaiting assessment and identification of their needs.
5	Through assessment, observation and discussions with pupils and their families we can identify that the education, wellbeing and wider aspects of development have been impacted firstly by the global pandemic and subsequently by the cost of living crisis. These will have a greater impact on our disadvantaged pupils, finding which have been backed up by national studies.

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 attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments	<p>Identify and provide additional support for those pupils not making expected progress through the My Wightwick Way profile.</p> <p>Improved quality of teaching in all areas</p> <p>Meaningful interventions carried out with identified pupils based on assessment</p>
Disadvantaged pupils are better prepared for adulthood through gaining appropriate qualifications	<p>A broad and balanced curriculum that is adapted for the varying needs of our pupils</p> <p>Qualification outcomes from the varied curriculum areas</p> <p>Moderation reports</p> <p>Accessing quality work experience</p> <p>Careers advice and guidance woven into the curriculum and delivered by appropriate sources.</p>
A more skilled workforce who are able to meet the needs of the changing cohorts	<p>CPD calendar</p> <p>TA recruitment and training</p> <p>SEMH training for all staff</p>

	Behaviour and support work for our disengaged pupils.
Improved phonics and fluency for all disadvantaged pupils	An appropriate and relevant reading assessment programme Dedicated time for targeted and meaningful literacy interventions

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly professional development, NPQ's for individual staff and Inset Days	Through the appraisal process and identifying the needs of the school a weekly CPD had been introduced to plug the gaps. <ul style="list-style-type: none"> - TA's have a weekly meeting where relevant strategies and information are shared - Teaching staff have a weekly CPD that addresses gaps in the quality of teaching - Specific NPQ's are being followed to support the quality first teaching and learning in school 	All
Employment of 2 days a week 1:1 literacy and numeracy support	Evidence from pupil's EHCP's as detailed in provision required from the school NGRT reading assessments indicate the highest need, where standardised scores are considered a significant concern	2

Purchase of a class set of laptops to effectively deliver ICT across the school	A strong ICT curriculum prepares pupils for their adult life in a technology driven society	2 and 3
Assistant Behaviour Support role and Grade 5 TA role created	Two roles to support in the strategies to reengage disadvantaged and disengaged pupils in their learning and to support in ensuring there is TA support in all lessons.	All

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic mentoring delivered to those pupils identified	Evidence from reports identifying the young people's mental health needs have increased over the last 2-3 years. Local services for young people's mental health is inadequate for young people with learning disabilities and the provision that is available is massively oversubscribed, meaning waiting times are anything up to 12 months.	All challenges
Literacy lead role to deliver targeted literacy intervention	Identified through NGRT reading assessments and summative classroom assessments	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Food/care packages provided for individual families experiencing additional financial challenges	The cost of living crisis has compounded the already difficult circumstances caused by disadvantage and the global pandemic. The rise in families needing	5

	food banks has been well documented in recent months	
Purchase of GL Assessment package	This is a package that assesses reading, spelling and progress to ensure that the correct pupils are targeted for specific interventions to support their academic progress.	All challenges
Enrichment budget – a budget was set up to allow staff to deliver the enrichments that best meets the needs of our disadvantaged pupils	Tutors and TA's who spend the majority of time with the pupils are the best to identify their enrichment needs and have the funds to provide the enrichments	3 and 5
Residential trips funded or partly funded for those disadvantaged upon request	The experiences and skills young people have while on a residential trip are relate to the Preparing for Adulthood agenda which are invaluable for the young people attending Wightwick Hall School.	All challenges
Purchase of resources for our regulation rooms	Dysregulation of pupils prevents them from fully accessing their curriculum and learning experience. A safe and calm area for pupils to regulate supports in preventing the risk of suspension	All
Miscellaneous resources	<p>A variety of additional resources or one off purchases to support the most vulnerable in accessing their education. This list includes:</p> <ul style="list-style-type: none"> • Uniform • Secret Garden Subscription • IT Equipment • Student Glasses • Learning Resources • D of E Licence • Purchase of Doodle Boards <p>This list in by no means exhaustive and a pot of funding is kept available for any needs that arise throughout the academic year.</p>	All challenges

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching:

CPD has led to a review of the curriculum offer in the school. The outcomes for disadvantaged pupils cannot be fully assessed until they have engaged with the adapted curriculum. The intention for the curriculum development is to provide disadvantaged pupils with the opportunities to meet their full potential in an ever changing and challenging world.

Literacy and numeracy interventions have run throughout the year and pupils have engaged well with these. The challenge has been that there has not been an appropriate literacy and numeracy assessment tool in place to accurately assess the progress made by pupils. This is being addressed with the current plan and the investment in GL Assessments.

Interventions:

Mentor support and therapeutic mentoring have allowed pupils to better access their learning. These interventions have supported school and pupils in ensuring that the correct pathways to education are being accessed by the pupils. A review of the pupils accessing these interventions happens each term and referrals are regularly being made. Pupils feedback that they feel supported by the interventions.

Wider Strategies:

Many of these strategies have supported in ensuring that pupils are attending school and having a positive experience.

Food packages have ensured that disadvantaged pupils are feeling safe and secure at home as well as school.

Enrichment opportunities have ensured that pupils are accessing a broad and balanced experience in school, not just focused on academic attainment. Enrichment is a key part of the offer at Wightwick Hall and disadvantaged pupils engage to the same level as their non-disadvantaged peers.

Lexplore has now been suspended as the programme did not give a true reflection of the reading abilities of the pupils.

Investment in Arbor has provided the school with a platform to track interventions and progress. Unfortunately there needs to be more training and time given to assess its impact.

The cultural capital provided by wider strategies allows our disadvantaged pupils to access opportunities that their non-disadvantaged peers may already have access to, ensuring that they are well prepared for adulthood.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Equals scheme of work	Equals
TT Rockstar	Times Table Rockstar

Further information (optional)

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