



Weatherfield Academy

Pupil Premium

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.

We have spent a great deal of time since 2011 looking at how this funding should be spent at Weatherfield Academy. We have followed best practise from the Education Endowment Fund 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.

We decided that our pupil's progress is related to emotional literacy and numeracy related to functional skills, behaviour support, personal development, 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 unpicked and understood.

Our strategic assessment, at an early point in 2019/2020, allowed us to identify additional interventions required to support students through the pandemic. Therefore, this strategy was subject to review.

Pupils on roll at the school	107 plus 47 post 16 Total 155
Number of Pupil Premium Pupils	42 PPG and 27 post 16 Bursary [53%]
Pupil Premium allocation 2019-2020	£44,267.50
% staying in education or entering employment	100% We have had no NEET pupils since 2017

We invested time and discussion across all age ranges 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 an 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 engaged 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 The '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.

Key External Barriers due to the Pandemic

- Impact on pupil's academic and personal progress due to COVID19, which resulted in approximately 60% of the school population not physically attending school for almost 6 months.
- Attendance rates for some pupils remained low and poor ill health and anxiety impacted on their ability to make expected progress.
- Reduced physical contact with the families as the majority of pupils are transported in and many are shielding.
- A percentage of pupils not being able to access enrichment activities during school closures, due to lack of support for families or funding available.

Key Steps - all barriers were overcome as much as possible to achieve the following outcomes:

- All vulnerable pupils with an EHCP plan and with a social worker attended school.
- Home 'Remote' learning set up ensuring each pupil had access to our bespoke SEND Distance Learning offer.
- Daily family support, via our Multi-Disciplinary Team continued throughout the COVID Pandemic.
- Bespoke offer of COVID Safe visits to the Farm Gardens, home visits and well-being experiences.
- Delivery from school of resources and provisions

The Academy Farm remained open 7 days a week with a continuous offer of daily face to face experiences via 'socially distanced' sessions.

Food and learning material deliveries were ongoing provided by the Pastoral team. These were supplemented for extremely disadvantaged families. A weekly specialist Social Care/Health meeting set up between the school and the Local Authority for risk assessing all pupils with a social worker and additional resources allocated where appropriate. A new RAG rated system for well-being support was implemented and provision of Clinical Physiotherapy, parent counselling support and additional IT resources so every pupil has appropriate support and equipment.

The 2019-2020 Pupil Premium grant of £44,267.50 was used as follows:

● To provide Free School Meals	£6,710.60
● To provide multi-sensory equipment to encourage engagement and learning	£521.19
● To provide counselling support and sessions 1-1 for pupils at most risk of harm and a need to build resilience and confidence.	£2,520.00
● To employ part time additional therapists to support the SEND Advisory Teacher to train staff for identified intervention sessions to build	£1,480.00

confidence, encourage engagement and work on identified areas of weakness.	
<ul style="list-style-type: none"> Daily milk and fruit in the Academy, additional voucher investment to assist food deliveries. 	£2,252.41
<ul style="list-style-type: none"> To provide a full time fully trained counsellor in 'The Base' to ensure educational engagement and support pathways for pupils throughout the working week and link with families to give a consistent and bespoke package of support. To offer a Breakfast Club wrap around support to those pupils who most need this structured start to the day. 	£28,086.47 £1,453.96

Additional funding has been added to this grant in recent years, as we have overspent this important resource with support from our Business Group. PPG for 2019-2020 had a significantly positive impact on the work of the school despite COVID, enabling educational aims and objectives to continue to be met for our students and their families. As a result of this funding, we were able to continue offering a highly personalised approach and ambitious curriculum planning and delivery via 'Remote' means so that ALL students were able to engage at their own ability level. We 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 2020-2021

Work has been ongoing on the design, planning and implementation of a Recovery Curriculum for first delivery when the students returned to school, with the aim of supporting our pupils to revert to a model of learning whilst alleviating any anxieties that pervade as an impact of the 'lost year' during the pandemic. A new 'sister' website will be constructed to offer learning opportunities for any given future situation.

A focus on the positive effect on pupils linked to our Farm and Gardens will be a priority, as they were invaluable during the COVID Lock Downs as a learning, well-being and engagement resource. The Farm remained open every day, including weekends and holidays for pupil and family visits as well as a curriculum learning resource. A planned redevelopment of resources and facilities to enhance this area has started and will be supported by Business and PPG in the coming years.

Our aim is to also 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.

Outcomes for the year 2019/2020 have carried over for this year as many of our new students and existing students were so impacted by the changes in their routines and the experience of loss.

The whole Academy community were bereaved following the passing of a pupil in KS3. The recovery work planned for KS3 via the therapeutic support in the school will be ongoing and will target disadvantaged pupils by offering sustained intensive parental support for those families

that need it most. The loss to many families of staff and pupils due to the Pandemic must also not be overlooked as we return to our 'Weatherfield Way' of working.

We aim to strengthen and increase participation in 'Cultural Capital' experiences. The social deprivation of our families results in the students having limited access to experiences beyond the ones that are part of daily life for them. This was especially the case during the Pandemic year.

The strategy going forward for 2020-2021 is also to continue to increase our pastoral offer given the impact of a loss of well-being due to the interruption of school systems and structures that our students and their families experienced as we entered 2020 and the ongoing uncertainty that this pandemic brings through the next academic year.

The Pandemic has brought a new focus and intent for our spending of this valuable grant. The use of COVID Catch Up Funding will assist some of this work to engage our most vulnerable pupils and build the skills needed for engagement and learning after a long break from the routine of 'The Weatherfield Way'

Summary of PPG allocation for 2020/21

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 and our Business Group.

<ul style="list-style-type: none">● To provide a focus for PPG pupils via a new Remote learning resource to link together education and learning engagement with mentoring, family support.● Clinical Psychotherapy support and training to be provided on site with no waiting time when the need is identified.
<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.● Weekly feedback meetings to SMT on the use and short term outcomes for pupils using the resource.
<ul style="list-style-type: none">● To invest in 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.

