

Pupil premium strategy statement – Thomas Wolsey Ormiston Academy

This statement details our school's use of pupil premium (and recovery premium) for 2022-2023 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 2021-2022.

School overview

Detail	Data
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Teresa Frost
Pupil premium lead	Emily Webster
Governor / Trustee lead	Wasim Butt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,102
Recovery premium funding allocation this academic year	£42,219.50
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
School led tutoring	£12,690
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>	£91,011.50

Part A: Pupil premium strategy plan

Statement of intent

- All pupils at Thomas Wolsey are disadvantaged by way of their SEND. All have physical and/or medical or sensory needs. All have learning difficulties associated with their condition.
- A third of our pupils are doubly disadvantaged as a result of socio-economic circumstances.
- Statistics around the life chances of people with SEND are well-publicised. As a result of their SEND, *all* our pupils are more likely to be unemployed or socially isolated, *all* our pupils are less likely to self-advocate or see themselves represented in wider society. The physical and medical needs of our pupils mean they are *all* more likely to have a reduced life expectancy and poor physical health.
- At Thomas Wolsey premiums are therefore used to support *all* pupils to mitigate the impact of SEND, however, a portion is further channelled into supporting those doubly disadvantaged as a result of their socio-economic circumstances.

At Thomas Wolsey, the most effective use of premiums is:

- To support high staff-to-pupil ratios across the school, (to facilitate personalised approaches to teaching and learning and the high levels of support our pupils need to access learning). To further this aim we use the premiums to finance staff salaries.
- To improve social and emotional well-being and self-esteem of all pupils but especially those who have low self-worth or poor mental health. To further this aim we use the premiums to finance, (in part or in whole) music therapy and other curriculum opportunities allowing which enhance self-esteem, such as those promoting creative expression.
- To ensure *all* pupils have maximum access to physical exercise in order to maintain the best range of movement possible, reduce contractures, strengthen muscle tone, decrease pain and facilitate maximum independence, dignity and self-worth. To further this aim, we use the premiums to finance, (in part or in whole) staff salaries and CPD to promote and facilitate PE opportunities, PE opportunities themselves such as sailing, biking or attendance at competition events.
- To ensure *all* pupils have a range of enriching experiences that many able-bodied peers take for granted but which are especially prohibitive for those pupils whose socio-economic circumstances make access, without additional funding and support impossible. To further this aim we use the premiums to finance, (in part or in whole) enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Learning difficulties reduces the ability of all pupils to focus on, and access learning without high staff input, differentiated resources, small class sizes and specialist approaches
2	Levels of discomfort as a result of physical and medical needs
3	Disruption to learning as a result of high levels of care needed
4	Difficulty in self-regulating emotions as a result of ACEs
5	Difficulty in focusing on learning due to anxiety, worry and/or low self-esteem due to challenging socio-economic circumstances
6	Limited opportunity to access a range of life experiences due to complex physical and/or medical barriers coupled with challenging socio-economic circumstances
7	Over-dependence on adult-intervention to facilitate social interaction

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
High staff to pupil ratios enable the personalised approaches and high levels of support necessary for pupils to access learning	75% of personal development goals are achieved overall
All pupils are able to maintain, or improve their range of movement, physical strength and muscle tone and reduce pain and contractures as a result of weekly swimming sessions	All pupils access swimming at least once a week, (or in line with their time-tabled rotation)
Pupils with poor mental health, low self-worth, anxiety will be able to continue to be supported through therapeutic interventions, especially music therapy. Pupils with limited means to communicate conventionally will be able to express themselves through creative media, especially music therapy.	All music therapy outcomes are achieved as evidenced in the final music therapy report.

Pupils who have an over-reliance on adult intervention to facilitate interaction with their peers, have the confidence to interact in independent and spontaneous ways. This will be the result of safe, regular and well-supported opportunities to interact with peers including lunch-time clubs and enrichment opportunities.	Spontaneous and unsupported peer to peer interactions are observed with increased regularity during opportunities to mix. These are time-tabled for all pupils.
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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: (swimming teacher - 30% of salary) - £20,067, (CPD to advance specialist sensory approaches to learning) - £2544, (CPD to advance positive approaches to managing behaviour and supporting social and emotional well-being) £1,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Swimming	Witness statements and observations from families and staff, e.g. AR minutes, PT and OT reports, Earwig records Achievement of personal development goals for PD and SEWB	1 2
Sensory therapies and specialist approaches to learning	Achievement of personal development goals for all areas of EHCP but especially C & I and C & L	1 2 3 4
Personalised time-tabling, responsive to pupils SEWB need, e.g. sensory circuits, restorative conversations, alternative curriculum offer	Witness statements from families and staff, e.g. AR minutes, annual report Achievement of personal development goals for all areas of EHCP but especially SEWB Reduction of CPOMs records reporting dysregulation	1 4 5

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

Budgeted cost: (2 months specialist teacher salary) - £8,614, (40% total budget of agency staff to backfill regular staff to allow small group teaching Autumn and Spring terms) £26,322.80, (50% HLTA/cover supervisor to backfill teachers to prepare and deliver additional catch-up work) £15,503, (2 X welfare staff to enable SSAs to remain in class for small group support) £25,540, (play-leader salary) £5,019, (2 X support staff) £43,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised approaches and adaptations to curriculum delivery achieved through small group and 1:1 in-class support and withdrawal for targeted interventions	Witness statements and observations from families and staff, e.g. AR minutes, annual report, Earwig records Achievement of personal development goals for all areas of EHCP Evaluation reports from play-leader and enrichment coordinator Improvements in more standardised progress measures, e.g. progress in phonetic skills and knowledge	1 4 6 7
Adult-facilitated mixed age and stage opportunities which are pupil-led where possible, e.g. interactive assemblies, pupil-led lunchtime clubs, drop-down days, key stage shares, enrichment projects	Enrichment coordinator reports and evaluations Play-leader evaluations Achievement of personal development goals for all areas of EHCP, especially SEWB and C & I Witness statements and observations from families and staff, e.g. AR minutes, annual report, Earwig records	6 7

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

Budgeted cost: (Music therapy) £19,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music therapy for individuals and small groups	Music therapy reports Witness statements and observations from families and staff, e.g. AR minutes, Earwig records	4 5 6

	<p>Achievement of personal development goals for all areas of EHCP but especially SEWB and C & I</p> <p>Reduction of CPOMs records reporting dysregulation</p>	
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Total budgeted cost: £ 130,016

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcomes of premiums 2021-2022

- High rate of achievement of personalised learning goals in communication, cognition and learning, social and emotional well-being and physical and sensory development (through small group and 1:1 teaching and improved ability to focus in class)
- Improved mental health of pupils with some of the most challenging home circumstances (through music therapy)
- Opportunities to connect with a range of peers in pupil-led interactions

The premiums enabled us to provide more small group and 1:1 teaching across school than we would have otherwise been able to provide. The impact of this additional support was a high rate of achievement of personalised learning goals in a range of areas but particularly in communication and social and emotional well-being.

Examples of impact include: improved self-regulation, (and consequently more time in class), increased social interaction with peers, (and less reliance on adult-facilitated interaction), increased confidence in their ability to learn, (and improved resilience at tasks).

The premiums also enabled us to continue providing 1:1 music therapy for a number of pupils with complex social-emotional needs. All of these pupils increased their ability to express their anxieties in more appropriate ways as well as being able to focus more on learning activities when in class.

The impact the premiums had on swimming were wide-reaching. They enabled release time for swimming specialists to monitor and support some pastoral teachers take a greater lead during swimming sessions. This strengthened relationships between pastoral teachers and their pupils, enabled more bespoke goal-setting and helped facilitate access to the water for some pupils for whom this was very challenging. The premiums helped enable staff-intensive weekly sessions to continue for most pupils bringing many physical and social-emotional benefits such as pain reduction, rare freedom of movement for some, muscle relaxation and exercise to maintain or improve flexibility, strength and range of movement.

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
Music Therapy	Suffolk Music Therapy Service