

Pupil premium strategy statement – Thomas Wolsey Ormiston Academy

This statement details our school's use of pupil premium (and recovery premium) for 2024-2025 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 2023-2024.

School overview

Detail	Data
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	36% (29% FSM, 7% LAC)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Oct 2024
Date on which it will be reviewed	Oct 2025
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	£51,900
Pupil premium (and recovery premium*) funding carried forward from previous years	£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>	£51,900

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.
- Over 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 PD opportunities, PD 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	Approx 2/3 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 statutory aged 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: (swimming instructor) - £26,098.17 (CPD to advance specialist sensory approaches to learning) - £1,575.83

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

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

Budgeted cost: (music therapy) £19,950, (playleader salary) £4,276

Total £24,226

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 Achievement of personal development goals for all areas of EHCP but especially SEWB and C & I Reduction of CPOMs records reporting dysregulation	4 5 6

Total budgeted cost: £51,900

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 2023 to 2024 academic year.

Intended outcomes of premiums 2023-2024

- The premiums enabled us to provide more small group and 1:1 teaching across school than we would have otherwise been able to provide. Consequently, children on FSM achieved above the school average of personalised learning goals. These were in all areas of the EHCP. They were on par with girls and outperformed boys. All groups achieved 2/3 of personalised learning goals. On the face of it, LAC pupils did not perform as well as their peers, achieving just over ½ of their personalised learning goals. However, this figure was skewed by 1 pupil from a small number of LAC pupils who, on the whole, achieved as well as their peers.
- Unfortunately, due to illness of our swimming instructor, not all our children met their intended outcome of swimming at least once a week, (or in line with their time-tabled rotation) in the Summer term. However, they were able to achieve this in the Autumn and Spring terms and the premium has enabled other schools funds to be directed into training up two further instructors to build capacity for swimming in school going forwards. In the two terms that swimming did go ahead, the premiums enabled more bespoke goal-setting and helped facilitate access to the water for some pupils for whom this was very challenging. Other physical and social-emotional benefits included pain reduction, rare freedom of movement for some, muscle relaxation and exercise to maintain or improve flexibility, strength and range of movement.
- The premiums 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 premium spend which supported small group and 1:1 teaching had a significant impact on supporting pupil independence as it enabled more time to be taken with each child so they could learn that they can do things for themselves and be in control of their environment. As an upshot of this, pupils were observed initiating unsupported social interactions with peers, developed in confidence and social interaction with peers and being less reliance on adult-facilitated interaction during free play, mixed groups and lunchtime clubs.

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