

Pupil premium strategy statement – Thomas Wolsey Ormiston Academy

This statement details our school's use of pupil premium (and recovery premium) for 2025-2026 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 2024-2025.

School overview

Detail	Data
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	34% (27% FSM, 7% LAC)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	Oct 2025
Date on which it will be reviewed	Oct 2026
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	£46,384.92
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>	£46,384.92

Part A: Pupil premium strategy plan

Statement of intent

- At Thomas Wolsey Ormiston Academy, all pupils face significant barriers to learning linked to their complex SEND. However, a proportion are doubly disadvantaged due to socio-economic circumstances. Our Pupil Premium strategy is therefore designed to ensure that disadvantage linked to poverty is not compounded by their additional needs, and that these pupils can access ambitious, enriching and personalised provision alongside their peers.
- We use Pupil Premium funding strategically, drawing on evidence from the EEF and other research, to ensure every decision is purposeful and measured. Funding is directed towards three priorities:
- Sustaining the high staff-to-pupil ratios needed for personalised teaching and learning;
- Supporting therapeutic and creative approaches (such as music therapy) that improve pupils' wellbeing, confidence and ability to engage;
- Providing physical development and enrichment opportunities that build independence, life skills and cultural capital.
- Our aim is that disadvantaged pupils make strong progress towards their EHCP outcomes, develop independence and self-advocacy, and access experiences that broaden their horizons. We measure success through systematic monitoring of EHCP targets, progress tracking, CPOMs data, therapy reports, pupil and family feedback, and by evaluating whether interventions reduce reliance on adult facilitation over time.
- This strategy is reviewed termly by leaders and governors so that funding is continually adapted to what is working best. In this way, the Pupil Premium directly contributes to our core mission: enabling all pupils, especially the most disadvantaged, to live with dignity, independence and purpose.

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	Spontaneous and unsupported peer to peer interactions are observed with increased regularity during opportunities to mix. These are time-tabled for all pupils.

to interact with peers including lunch-time clubs and enrichment opportunities.	
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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 instructors) - £17,836.19 (CPD to advance specialist sensory approaches to learning) - £1,250

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) £21,576, (playleader salary) £5,722.73

Total £27,298.73

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

Total budgeted cost: £46,384.92

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 2024 to 2025 academic year.

Intended outcomes of premiums 2024-2025

- 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 and LAC children achieved as well as their peers for their personalised learning goals.
- The premiums enabled more bespoke goal-setting in swimming 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