Pupil premium strategy statement

Inclusive Education Trust – Wey Valley College

This statement details our school's use of pupil 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.

The total of £8,304 is a snapshot in time as the cohort of pupils changes significantly throughout the year, this is why this statement is generic in nature.

School Overview

Detail	Data
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers	September 2024-25
Date this statement was published	16th December 2024
Date on which it will be reviewed	16th December 2025
Statement authorised by	Dave Euridge
Pupil premium lead	Simon Whittington
Governor / Trustee lead	Ron Searle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,304
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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.*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£8,304

Part A: Pupil premium strategy plan

Statement of intent

IET MAT is an alternative provision Multi Academy Trust. Wey Valley College is an AP Academy. Due to the nature of the work that we do there are often dual-registered pupils who are short-term interventions as well as some that are permanently excluded from school. This means that pupils in receipt of PPG fluctuate throughout the year.

As an AP academy our main objective is to prepare pupils for their next stage, whether that be to return to mainstream, move to a specialist provision or move into employment, education or training post-16. We need to address their pastoral as well as their academic needs to enable this to be achieved.

The main aim of our Pupil Premium strategy is to provide 1-1 interventions as well as 1-1 mentoring to address gaps in learning and social development and prepare pupils for their next stage.

All of the pupils that attend the AP academy are disadvantaged even if they do not meet the criteria for PPG and therefore our strategies are accessed by all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupils do not have the skills or ability to regulate behaviour and this then forms a barrier to learning
2	Pupils have often fallen behind in their learning and need to catch up with their peers
3	Pupils often have poor literacy and reading skills making it difficult for them to access a mainstream curriculum which in turns often leads to poor behaviour
4	Pupils families do not have the money to provide school uniform and/or pay for trips and visits

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
Pupils have the skills required to moderate their behaviour to enable them to move onto their next stage	Pupils are successfully reintegrated to either a mainstream school, a specialist environment or move into employment, education or training post 16

Pupils start to catch up with their peers by filling gaps in their education to date	Gaps in pupils' knowledge are addressed and they are able to have the basic educational skills to succeed in their next placement.
Pupils to increase their reading ages by timely interventions	Pupils reading ages improve and they are encouraged to read more widely
1-1 mentoring to help address social skills and the ability to be able to be a functioning member of society	Internal data on pastoral development shows significant improvement
Financial support to families so that PPG pupils are not disadvantaged in terms of uniform or access to trips and visits	Increased cultural capital and the ability to fit into daily school life

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.

Targeted academic and pastoral support

Budgeted cost: £8,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding used to increase the staffing ratio / time allocated to provide 1-1 academic and pastoral interventions Whilst pupil to staff member ratio is higher in an AP provider there is still a need for targeted 1-1 support. Much of this support is provided by our SAFE (Student And Family Engagement) team who provide 1-1 and group mentoring on social skills including gang involvement. Other 1-1 support is provided for academic gaps and this often includes reading 1-1	The Academy collects data on entry to discover the gaps in academic and pastoral development. These data sets have shown year on year that the support the provided by the 1-1 and group interventions help close the gaps This approach has been developed with other APs locally and nationally. Pupils make progress and fill some of their gaps which in turn means they have a better chance of success in their next placement	All pupils. With an ever-changing school roll we aim interventions at all pupils.
Buy uniform spares so that all pupils have access	Wearing a school uniform helps with identity to the school and helps address	All pupils.

to school uniform even when on short term placements	social norms. Pupils fit into the school and do not look different which helps with behaviour management and creates a sense of belonging	Many families of pupils at the AP do not have the ability to buy a new uniform for what should be a short-term placement
Financial assistance to ensure pupils can attend trips and visits	Access to trips and visits increases a pupils cultural capital and builds on their schema which in turn helps their learning.	All pupils. Many families of pupils at the AP can not afford to spend on trips and visits and we do not want pupils to be disadvantaged

Total budgeted cost: £8,304

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All pupils in KS1-3 made successful transition to a mainstream school or specialist provision. In KS4 all pupils were either reintegrated in mainstream school or specialist provision or remained at the AP until they finished their examinations and 90% went onto either further education, employment or training.

Externally provided programs

No external providers have been used as many of the pupils need to form relationships before their barriers can be removed and we find that our own staff are best placed to build these relationships