

Woolgrove School Strategy for the use of the Pupil Premium Funding 2016-17



1. Summary information					
School	Woolgrove School			Type of SEN	LD ASC SLCN SEMH VI Other
Academic Year	2016-2017	Total PP budget	£44,880 (indicative as of Oct 2016). This amount will increase during the year so the final total will be more.	Date of most recent PP Review	October 2016
Total number of pupils	122	Number of pupils eligible for PP	25	Date for next internal review of this strategy	March 2017
2. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	New staff need to be trained up in specific interventions – turnover of staff means that succession planning is key to ensure expertise gaps are filled				
B.	Effective communication between staff (high numbers and some part-time)				
C.	Communication with parents which is affected by the fact that the majority of our pupils can live a considerable distance from the school and are transported in by County. This limits daily face-to-face contact with parents/carers and makes communication with some families more challenging.				
External barriers					
D.	Difficulty accessing specialist external support (e.g. CAHMs, PALMS) for those pupils with complex needs (County/national issue) and challenges around parental partnership / engagement				

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminishing the difference between disadvantaged pupils and non-disadvantaged pupils. Disadvantaged pupils make good/outstanding progress in English and Maths.	Progress/attainment gaps are diminished
B.	Children with emotional and behavioural needs feel emotionally more secure and there is an improvement in behaviour	Reduction in challenging behaviour as evidenced in behaviour incident logs Children's emotional resilience will improve. Increase in confidence and more positive interactions with other pupils and staff are evident.
C.	Physical and sensory development – children's core stability, coordination and fine/gross motor skills are developed.	An improvement in mobility, confidence, social skills, engagement in physical activities (in PE and play activities).
D.	Increase in enrichment activities to develop a wide range and talents e.g. Funky Pie music, yoga and art clubs.	Pupils are able to access a wide range of specialist enrichment activities to harness and develop their emerging talents and interests.

How the pupil premium allocation is to be spent to address those barriers and the reasons for that approach

- Drama Therapy
- SpLD 1x staff providing support in drama, reading, writing, HW, pastoral needs, Art Club
- Additional in class support in some classes to provide personalised 1:1/group interventions in English and Maths attainment as well as other curriculum areas
- Individual needs catered for as identified on EHCP e.g. resources to specific needs (weighted jackets)
- Funky Pie music award for gifted and talented
- Sensory Circuits
- Rebound Therapy
- Swimming- Nursery Nurse additional staffing
- Purchase of new resources - Saturday Club
- Lego Therapy

How the school is to measure the impact and effect of its expenditure of the pupil premium allocation

- Attainment data analysis
- Parental feedback (survey)
- Therapist reports
- Intervention records
- Work scrutiny

4. Planned expenditure for Academic year 2016-2017

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
KS1- improvement in writing and Shape Space and Measure (SSM) KS2 - improvement in Speaking + Listening and Number	SCERTs Visual and kinaesthetic approach to teaching and learning	Whole school data analysis 2015-2016 Significant number of pupils in the school with ASC (approx. 66%) and SLCN	<ul style="list-style-type: none"> Performance Management cycle- Teacher targets In-house/external training in Maths and Literacy- see training schedule, CPD Manager Monitoring of teaching and learning (lesson observations, work scrutiny, drop ins and data analysis) Feedback to governors 	HT DHT Maths/ literacy SL HoDs	Bi Annual - March 2017

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP pupils indentified and tracked	September assessment baselines RAG coding progress by Teachers (October against June) Pupils making little/no progress then targeted by Teachers for invention in Maths and Literacy 1:1/group intervention by SpLD specialist Maths clubs Additional TA support in class	Personalised programme of bespoke intervention to enable pupils to make at least good progress in Maths and Literacy	Termly review by Teachers and SLT/ARR Lead	DHT HODs SL	Termly

Total budgeted cost £30, 652.70

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Children with emotional and behavioural needs feel emotionally more secure and there is an improvement in behaviour	1:1 or group therapy (music and/or drama)	Specialist therapeutic intervention based on child's interests/talents	On-going liaison with therapists and formal termly meetings Music therapist attendance at weekly staff meetings	HT/ DHT	March 2017
Physical and sensory development – children's core stability, coordination and fine/gross motor skills are developed.	Rebound Therapy Sensory Circuits Lego Therapy Intensive Interaction	Research based evidence supports these therapies and approaches as being effective for children with complex needs	Regular monitoring of records, sessions and meetings with staff	SLT	Termly
Increase in enrichment activities to develop a wide range and talents.	Herts Music Service Funky Pie music sessions for Year 6, yoga and art clubs	Holistic approach which enables pupils to access a wide range of specialist enrichment activities to harness and develop their emerging talents and interests.	Regular monitoring of records, sessions and meetings with staff	Music teacher/ SpLD/ HT / DHT	Termly
				Budgeted cost	£23,092
				Total amount	£53,744.70