

Woolgrove School Strategy for the use of the Pupil Premium Funding 2017-18



1. Summary information					
School	Woolgrove School, SEN Academy			Type of SEN	LD ASC SLCN SEMH VI Other
Academic Year	2017-2018	Total PP budget	£37,220 (indicative as of Oct 2017). This amount will increase during the year so the final total will be more.	Date of most recent PP Review	July 2017
Total number of pupils	123	Number of pupils eligible for PP	29	Date for next internal review of this strategy	March 2018
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.	Increase in limited access to specialist external support due to funding cuts / staff restructuring etc. 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, especially more able pupils.	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. choir, music clubs, drama club, maths club (more able), computing club, small group keyboard lessons and yoga.	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

- Lego Therapy
- Music Therapist to provide 1:1/group therapy
- SpLD 1x staff providing support in drama, reading, writing, HW, pastoral needs,
- 2 x apprentice TAs to provide additional in class support in some classes. This will allow class support staff/teachers to provide personalised 1:1/group interventions in English and Maths attainment as well as other curriculum areas
- An apprentice administrative assistant to prepare and make personalised resources
- Individual needs catered for as identified on EHCP e.g. resources to specific needs
- Sensory Circuits
- Rebound Therapy
- Nursery Nurses in KS1 and KS2 to deliver 1:1 or group interventions
- Staff training e.g. Rebound
- Subsidised Year 6 residential trip to Wymondley Woods

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
- Observations in class

4. Planned expenditure for Academic year 2017-2018

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 and KS2 - improvement in writing and measurement (Maths)	SCERTs Regular (at least x4 per week) pre-writing / handwriting activities across the school (Write Dance / Artstart / Fizzy Hands / Nelson Handwriting Scheme Fine / Gross motor activities) Take One Book Visual and kinaesthetic approach to teaching and learning	Whole school data analysis 2016-2017 Significant number of pupils in the school with ASC (approx. 56.1%) 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 2018

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 Pupils making little/no progress then targeted by Teachers for invention in Maths and Literacy PP pupils identified on weekly planning 1:1/group intervention by Nursery Nurses, SpLD specialist, Maths and Music clubs Additional TA apprentices support in class	Personalised programme of bespoke intervention to enable pupils, including most able, 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 £30,264.80

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?
Children with emotional and behavioural needs feel emotionally more secure and there is an improvement in behaviour	1:1 or group therapy (music)	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 2018
Physical and sensory development – children's core stability, coordination and fine/gross motor skills are developed.	Rebound Therapy Sensory Circuits Lego Therapy	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 of talents.	Choir, music clubs, drama club, maths club (more able), computing club, small group keyboard lessons and yoga. Year 6 participation in Wymondley Woods residential trip	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					£10,000
Total amount					£40,264.80