

Woolgrove School Strategy for the use of the Pupil Premium Funding 2018-19



1. Summary information					
School	Woolgrove School, SEN Academy			Type of SEN	LD ASC SLCN SEMH VI Other
Academic Year	2018-2019	Total PP budget	£39,600 (indicative as of Sept 2018). This amount will increase during the year so the final total will be more.	Date of most recent PP Review	July 2018
Total number of pupils	125	Number of pupils eligible for PP	33	Date for next internal review of this strategy	March 2019
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				

4. Planned expenditure for Academic year 2018-2019

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 their communication skills	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 on CPoms 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 (until Oct 2018)
- 1x Apprentice (to join Woolgrove mid-year) 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
- Individual needs catered for as identified on EHCP e.g. resources to specific needs. Newly appointed INCo (Sept 2018) to track and monitor interventions
- 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

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 Communication	<ul style="list-style-type: none"> • SCERTs Activities-Social-Communication, Emotional Regulation, and Transactional Support (at least x4 per week) • Take One Book-Visual and kinaesthetic approach to teaching and learning • Implementation of Trauma Training techniques (INSET Sept 2018) communicative engagement impacting on T+L outcomes 	<p>Whole school data analysis 2017-2018 (new assessment package Classroom Monitor Sept 18)</p> <p>Significant number of pupils in the school with ASC (58%) and SLCN (90%- Sept 2018)</p>	<ul style="list-style-type: none"> • Performance Management cycle-Teacher targets • In-house/external training in Communication- see training schedule, CPD Manager • Monitoring of teaching and learning (lesson observations, work scrutiny, drop ins and data analysis) • Feedback to governors 	HT DHT DHT (ARR) Literacy SL HoDs	Bi Annual - March 2019
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 identified 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					£38,094.72

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) Protective Behaviours My World Interventions Implementation of Trauma Training techniques (INSET Sept 2018)	Specialist therapeutic intervention based on child's interests/talents Specialist TA training Behaviour logs	On-going liaison with therapists and formal termly meetings Music therapist attendance at weekly staff meetings	HT/ DHT Specialist therapist Specialist TA	March 2019
Physical and sensory development – children's core stability, coordination and fine/gross motor skills are developed.	Rebound Therapy Sensory Circuits Lego Therapy New Junior Sensory Room to be completed end of Autumn term 2018	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 and social skills	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 Whole school (or Lower/Upper School) or class trips to local places of interest, including the cinema, farm, shops, etc	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/ Class Teachers/Specialist Teachers/SpLD/ HT / DHT	Termly
				Budgeted cost	£12,031.60
				Total amount	£50,126.32