



Review of Woolgrove School Strategy for the use of the Pupil Premium Funding (2017-18) July 2018

Summary information																											
School	Woolgrove School, Special Needs Academy		Type of SEN		ASC SLCN MLD SEMH VI Other																						
					Review Date	Review comment																					
Academic Year	2017-2018	Total PP budget	£37,220	Date of most recent PP Review	July 2018	£38,700																					
Total number of pupils	124	Number of pupils eligible for PP	32	Date of internal review of this strategy	July 2018	<p>PP meetings between HT/HODs and teaching staff are held termly linking data from DHT. Teacher awareness of PP tracking processes and accountability of pupil performance now increased.</p> <table border="1"> <tr> <td>22</td> <td>FSM</td> <td>Free School Meals</td> </tr> <tr> <td>4</td> <td>Ever 6</td> <td>Ever 6 (were FSM-not now) get funding for 6 years</td> </tr> <tr> <td>3</td> <td>CLA</td> <td>Child Looked After (In Care)</td> </tr> <tr> <td>2</td> <td>SGO</td> <td>Special Guardianship Order</td> </tr> <tr> <td>3</td> <td>Adoption</td> <td>Adoption</td> </tr> <tr> <td>0</td> <td>Ever 5</td> <td>Service/Military</td> </tr> <tr> <td>Total = 34-2 =32</td> <td>32÷124= 25%</td> <td></td> </tr> </table>	22	FSM	Free School Meals	4	Ever 6	Ever 6 (were FSM-not now) get funding for 6 years	3	CLA	Child Looked After (In Care)	2	SGO	Special Guardianship Order	3	Adoption	Adoption	0	Ever 5	Service/Military	Total = 34-2 =32	32÷124= 25%	
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1. Barriers to future attainment (for pupils eligible for PP)			Review																								
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 gaps in expertise are filled		Comprehensive training programme implemented throughout the year for all staff. -Changes made to the Induction Process to make the process more rigorous																								
B.	Effective communication between staff (high		Senior Leadership group email (new Autumn 17)																								

	<p>numbers and some part-time)</p>	<p>Teaching Assistant /Nursery Nurse group email (new Autumn 17) CPOMS electronic Safeguarding program used by all teaching-based staff +Admin embedded 17-19 CPOMS now used to track Behaviour Spring 2018</p> <p>Staff Questionnaire (distributed Summer 18 to date)</p> <ul style="list-style-type: none"> 74.1% of staff feel valued at work and feel proud to work here (agree/strongly agree) 96.3% feel supported by leaders and know they can approach them if they have a concern (agree/strongly agree) <p>INCo appointment (2017) has supported the EHCP process and liaison between SLT and external agencies. This has allocated a new SLT member to specifically support the FSW in Parental Communications with a focus on academic provision via the EHCP review process. The appointment of the INCo has ensured more efficient use of SLT time.</p> <p>Cover/leave of absence forms now include a feedback sheet (Autumn 17) to staff to let them know if their request for absence has been authorised- tightening of procedures and accountability. This was following staff feedback.</p> <p>Staff suggestion box in the staffroom allows staff to anonymously post comments for SLT to consider at their weekly meeting. After consideration, the feedback is written into the staff weekly bulletin ensuring staff voice is heard and responded to (Autumn 2017)</p>													
<p>C.</p>	<p>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.</p>	<p>The school website is regularly updated. Parents are able to locate information quickly. This allows efficient communication with wider school community, compared to last year.</p> <p>Parental workshops continue to be delivered covering the following topics delivered Summer 2018</p> <table border="1" data-bbox="770 890 1426 1066"> <tr> <td>Week 1 - Wednesday 13th June - Behaviour and Anxiety</td> </tr> <tr> <td>Week 2 - Wednesday 20th June - Communication</td> </tr> <tr> <td>Week 3 - Thursday 28th June - Sensory Needs</td> </tr> <tr> <td>Week 4 - Tuesday 3rd July - Sensory Eating</td> </tr> <tr> <td>Week 5 - Monday 9th July - Transition</td> </tr> </table> <p>ParentMail and Marvellous Me continue to run. This utilised by all Teachers and monitored by SLT. As of 2.7.18 (Blue class program running longer)</p> <table border="1" data-bbox="770 1193 2125 1437"> <thead> <tr> <th colspan="2">Parent and family engagement</th> </tr> </thead> <tbody> <tr> <td>Pupils at school:</td> <td>124</td> </tr> <tr> <td>Pupils with at least one parent engaged with MarvellousMe (%):</td> <td>126 (102%)</td> </tr> <tr> <td>Total family members and carers engaged with MarvellousMe:</td> <td>172</td> </tr> </tbody> </table>	Week 1 - Wednesday 13th June - Behaviour and Anxiety	Week 2 - Wednesday 20th June - Communication	Week 3 - Thursday 28th June - Sensory Needs	Week 4 - Tuesday 3rd July - Sensory Eating	Week 5 - Monday 9th July - Transition	Parent and family engagement		Pupils at school:	124	Pupils with at least one parent engaged with MarvellousMe (%):	126 (102%)	Total family members and carers engaged with MarvellousMe:	172
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MarvellousMe news shared home this school year

Total updates:	20643
Total learning activities posted home:	1461
Total badges awarded and shared home:	2411
Total general messages sent home:	16771

As of 2.7.18

Group Scorecard (Cumulative for the school year)

Group	Pupils	Primary Parents	All Followers	Activities	Badges	Messages	Total Updates
Blue	12	12	15	15	293	2961	3269
Green	10	10	13	32	33	801	866
Purple	8	8	10	27	171	1972	2170
Red	8	7	9	16	24	1248	1288
Yellow	9	9	13	344	103	773	1220
Cone	11	11	13	3	405	1798	2206
Cube	9	9	12	79	298	1481	1858
Diamond	8	6	9	63	49	558	670
Hexagon	8	7	8	0	39	732	771

Pyramid	12	12	14	3	652	1802	2457	
Sphere	12	10	14	776	218	413	1407	
Star	8	8	9	13	69	820	902	
Triangle	9	8	9	90	48	1412	1550	

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	<p>Current waiting list for PALMS is approx. 6-9 months.</p> <p>FSW has attended Nessie forums regularly 17-18 (North Herts Emotional Support in Schools Service-Supporting Positive Mental Health in Schools Recognition, Effective Management & Early Intervention) This is improving networking opportunities for Woolgrove with other Letchworth schools, in both Primary and Secondary phases. The training includes topics such as Divorce and separation- this could be via death or prison sentencing (Autumn 17) Updates are shared by the DHT with SLT re: Mental Health/ NSPCC updates and DSPL information.</p> <p>Additional newly trained Steps Tutor- Behaviour (Summer 18)</p> <p>Mental Health Lead (DHT) and Behaviour Lead to attend MHFA training (Mental Health First Aid) Autumn 1 18</p>
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2. Outcomes

		Review										
	<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.	<p>Progress/attainment gaps are diminished</p> <p>Data analysis shows that pupils have made Outstanding progress this year. Taken from Assessment Report July 18 (DHT)</p> <table border="1"> <thead> <tr> <th>Department</th> <th>Grade 1= outstanding 2= good</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>1</td> </tr> <tr> <td>KS1</td> <td>1</td> </tr> <tr> <td>KS2</td> <td>1</td> </tr> <tr> <td>PP</td> <td>1</td> </tr> </tbody> </table>	Department	Grade 1= outstanding 2= good	EYFS	1	KS1	1	KS2	1	PP	1
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PP	1											

		FSM		1	
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.	CPOMS now tracking behaviour for identified pupils (2017) Behaviour Lead has been allocated an extra management day (Autumn 17) to hold more behaviour team meetings and devise individual bespoke interventions into class. New strategies devised and implemented, leading to a more comprehensive behaviour support package for the pupils and staff and parents	More collaborative work with the North Herts Education Support Centre (NHESC) to support Individual pupils. <i>The philosophy at NHESC is that, "it's never too late to turn on to education"....to get young people to reconnect with learning and to enhance their social skills allowing them to leave formal education with a fresh and revitalised start</i>	CPOMS tracks all behaviour incidents from Spring 18- this allows a much more sophisticated tracking, lending itself to more detailed analysis and identification of the most challenging pupils/incidents. Actions are added by all SLT. DHT is tailoring the CPOMS system to allow specific behaviour trends to be spotted (ongoing)
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).	Continuation of Sensory Circuits, Rebound Therapy (Trampoline), Fizzy Hands, Art Start (new focus for Autumn 17) Talk Tools.	Rebound- Staff member has a new role designation to ensure this intervention runs smoothly and more consistently each week (17-18)	Improvement and investment in the Infant Outdoor Space, including newly purchased equipment, fencing and climbing apparatus for EYFS. Infant Bike Track has now been completed Summer 18
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.	School funding of karate and yoga club has enabled more uptake from PP children. The Computing Club has been particularly successful in delivering e-safety content. The Computing Club has delivered a whole school assembly (Spring 18) on E-Safety	Junior Playground painted in rainbows colours and Trim Trail new bark and repainted (Autumn 17)	Staff report that children's mobility, confidence, social skills, engagement in physical activities have improved as a result of these interventions.

			<p>Two new apprentices have begun their Apprenticeships (Autumn 17 -£6704 each). They support children in class, increasing pupil/adult ratios, whilst in training themselves.</p> <p>Training for identified staff in new initiatives e.g. My World- to support specific pupils with Autism</p>
<ul style="list-style-type: none"> • How the pupil premium allocation is to be spent to address those barriers and the reasons for that approach 		<p>Review</p>	
<p>Part time SpLD 1x staff member provided support in drama, reading, writing, HW, pastoral needs. 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</p> <p>Individual needs catered for as identified on EHCP e.g. resources to specific needs</p> <p>Sensory Circuits Rebound Therapy Swimming- (Nursery Nurse-NN additional staffing) NN- deployment in classes throughout the week to support PP pupils</p> <p>Lego Therapy</p> <p>Subsidised Yr 6 Wymondley Woods trip for PP pupils</p>		<p>SpLD 1x staff now class based teaching in Yr 4/5 2x days a week (Autumn 17) SpLD 1x staff now class based teaching in Yr 4/5 4x days a week (Summer 17)</p> <p>Provisions have been made for individual pupils where needed.</p> <p>Sensory Circuits, Rebound and Swimming have continued throughout the year and provided opportunities for development of gross motor and physical skills.</p> <p>One trained member of staff has been delivering Lego therapy in infant department (ongoing)</p> <p>Pupil engagement increase, focus, behaviour and attention skills improved as reported by intervention lead</p> <p>Pupil enrichment</p>	
<ul style="list-style-type: none"> • How the school is to measure the impact and effect of its expenditure of the pupil premium allocation 		<p>Review</p>	
<p>Attainment data analysis for September 2016 to July 2017.</p>		<p>Progress overall</p> <p>NOR= 124 37 girls 87 boys 43 KS1 77 KS2</p>	

In English the overall school progress was 86%

KS1	KS2
108%	73%

In Maths the overall school progress was 81%

KS1	KS2
89%	77%

Summary

- Outstanding progress in all areas

Key Stage 1 & Key Stage 2

Summary- English

- Outstanding progress in KS1
- Outstanding Reading and Writing in KS2

Summary- Maths

- Outstanding progress in KS1
- Focus KS2 Number

FSM

Summary- English

- Outstanding in all areas

Summary- Maths

- Outstanding in all areas

Pupil Premium

Summary- English

- Outstanding in all areas

Summary-English

- Outstanding in all areas

Parental feedback

Collated after Parent/Carer Consolations (ongoing)

Therapist reports

Completed as required. The music therapist provides detailed reports regarding the progress made which show evidence of a positive impact following therapy sessions.

Intervention records	Behaviour logs monitored by HODs/ SLT (ongoing)
Work scrutiny	Woolgrove has held staff work scrutiny meetings between the SLT/HIP and staff to improve the teachers understanding of how to mark the children's work (17-18). The HT and DHT also attended moderation training with a wide range of SEN schools held at Ivel Valley, Biggleswade (January 18)