

REVIEW OF Woolgrove 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	March 2019
Total number of pupils	125	Number of pupils eligible for PP	33	Date for next interned of year final review of this strategy	July 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				

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

4. Planned expenditure for Academic year 2018-2019

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	July 2019 review
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	<p>The pupil premium whole school average of 75.6% for speaking and listening is above the school average of 69%.</p> <p>KS1 PP is 66.6% compared to 70%. There are a number of children in KS1 with complex speech needs. KS2 PP average is 78.5% compared to 61.7% whole school KS2 average.</p>

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	
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 IMPACT PP average for KS1 maths supplementary is 77.7%, PP KS2 is 92.8% and whole school average 80%. One KS1 pupil working at P levels exceeded all their targets (100%) 3 children didn't meet their targets incl. one has not been in school for nearly the entire year. There was an issue with baselining too high which has now been addressed for year.	DHT HODs SL	<p>IMPACT CONTINUED EYFS PP 100% met all their targets in all areas. PP average for KS1 reading is 66.6%, PP KS2 is 71.4% and whole school average 71%.</p> <p>PP average for KS1 writing is 88.8%, PP KS2 is 82% and whole school average 77%.</p> <p>PP average for KS1 maths core is 66.6 %, PP KS2 is 78% and whole school average 82%.</p>
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	July 2019 review
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	Additional support/ advice from ESC, PALMS and EP for certain PP pupils has led to a reduction in behaviour incidents since autumn term for some pupils. Some PP pupils continue to need a high level of support and intervention to manage their challenging behaviour and mental health needs. Jan 2019 – creation of a calm room for pupils to have a safe environment to go when in crisis. May 2019 – pastoral support worker started her new role supporting children with SEMH needs.
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	Rebound and sensory circuits records show evidence of children making good progress with these interventions (mobility, attention and fine/gross skills). Observations of lego therapy sessions

					show impact through increased levels of participation, engagement and cooperation. New sensory room completed and now in use across the school. 1:1/small group access to sensory room to enable children's sensory needs to be met.
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	Pupil premium pupils are having access to a range of enrichment opportunities to aid their enjoyment and participation in the wider aspects of school life. Funding used to subsidise Year 6 PP trip to Wymondley Wood. Also individual music lessons and small group music plus music therapy. Impact was wider access to a range of activities – enjoyment and increase in confidence.
				Budgeted cost	£12,031.60
				Total amount	£50,126.32