

Woolgrove School Strategy for the use of the Pupil Premium Funding 2021-22



1. Summary information					
School	Woolgrove School, SEN Academy			Type of SEN	LD ASD SLCN SEMH VI Other
Academic Year	2021-22	Total PP budget	£56,110 (indicative as of Sept 2021). This amount may increase during the year so the final total will be more.	Date of most recent PP Review	July 2021
Total number of pupils	116	Number of pupils eligible for PP	51 (43.96%)	Date for next internal review of this strategy	March 2022

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. Some meetings and communication are still being carried out by phone or virtually with a return to face to face due to COVID.
D.	Some of the classrooms are small given the size of classes and older age of pupils. Over half of the entire school are in Years 5 and 6 and there are 100 KS2 and 16 KS1.
External barriers	
D.	Impact of COVID – home learning caused by COVID related absences and disruption to education. Barriers caused by change in working practice due to restrictions of COVID. Increase in limited access to specialist external support due for those pupils with complex needs due to backlog of cases and waiting lists caused by COVID. Challenges around parental partnership / engagement due to limited/no access to or ability to use technology effectively and limited face to face contact with school. Impact on children of missed education and general life experiences, e.g. contact with family, visits, every day experiences, shopping, going to the park, swimming, etc. The lack of experience and missed education has had a negative impact on the pupils' communication skills, mental health, behaviour and wellbeing.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to diminish the difference between disadvantaged pupils and non-disadvantaged pupils. Focus on progress in communication and writing in KS2 PP.	Progress/attainment gaps are diminished, especially in KS2 communication and writing.
B.	Children with emotional and behavioural needs feel emotionally more secure and there is an improvement in wellbeing and 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. Data from Wellbeing Scales (pre and post intervention/support).
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.	Continue to sustain enrichment activities to support well-being e.g. mindfulness club, yoga, Tap Touch music sensory programm, choir/singing groups.	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
<ul style="list-style-type: none"> • Pastoral Support Worker (PSW) to provide bespoke interventions • Lego Therapy additional resources and staff cover • Art Therapist to provide 1:1 therapy for identified PP pupils • Additional curriculum, in class support and group work • Individual needs catered for as identified on EHCP e.g. resources to specific needs • Sensory Circuits, Gross and Fine motor • Rebound Therapy • Trampoline sessions, in addition to Rebound, for all pupils • Nursery Nurses in most classes to deliver 1:1 or group interventions • Staff training e.g. Rebound

How the school is to measure the impact and effect of its expenditure of the pupil premium allocation
<ul style="list-style-type: none"> • Attainment data analysis • Parental feedback (survey) • Therapist reports • Intervention records • Work scrutiny • Observations in class

4. Planned expenditure for Academic year 2021- 2022

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?
KS2 - improvement in <u>communication</u>	<ul style="list-style-type: none"> Speech and language therapists to support staff on identifying communication needs within their class and an action plan Ensure delivery of specific communication lesson/sessions across the week Staff training on identiplay and core boards Communication moderation Termly signing whole staff meeting 	Whole school data analysis 2020-2021	<ul style="list-style-type: none"> Performance Management cycle- Teacher targets In-house/external training in reading - see training schedule, CPD Manager Monitoring of teaching and learning (work scrutiny, drop ins and data analysis) CM and SALT targets review/analysis Feedback to governors 	DHT (TLA) and communication subject support HoDs HT	Bi Annual - March 2022

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 in most classes	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/TLA Lead	DHT for TLA/Head SLT	Termly

Total budgeted cost

£30,000 (% of NN costs)

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	Weekly 1:1 (art) for 3 PP pupils Protective Behaviours Bespoke interventions and support provided according to individual needs (PSW)	Specialist therapeutic intervention based on child's interests/talents Class Wellbeing plans and risk reduction plans for individuals Specialist TA training CPoms logs	On-going liaison with therapists and formal termly meetings	HT/ DHT (Behaviour + Mental Health Lead) Specialist art therapist	March 2022
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 and social skills	Dance, gymnastics, mindfulness, yoga.	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	Class Teachers/ Nursery nurses/ HT / DHTs	Termly
				Budgeted cost	£15,000 (% PSW) £3,000 (% TA – Lego Therapy) £3,000 (% TA – Rebound) £4,950 p.a. (art therapist) £400 – contribution to Wymondley Wood residential trip (4 pupils)
				Sub total =	£26,350
				Total amount	£56,350

