

Woolgrove School Strategy for the use of the Pupil Premium Funding 2020-21



| 1. Summary information | | | | | |
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| School | Woolgrove School, SEN Academy | | | Type of SEN | LD ASC SLCN SEMH VI Other |
| Academic Year | 2020-21 | Total PP budget | £53,196 (indicative as of Sept 2020). This amount may increase during the year so the final total will be more. | Date of most recent PP Review | Feb 2020 |
| Total number of pupils | 125 | Number of pupils eligible for PP | 47 (37.6%) | Date for next internal review of this strategy | March 2021 |
| 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. All meetings and communication are currently carried out either by phone or virtually rather than face to face due to COVID | | | | |
| D. | Overcrowded school environment and lack of facilities due to COVID restrictions/changes. | | | | |
| 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 especially as many external professionals are working virtually. 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. | | | | |

| 3. Outcomes | | |
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| | <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 speaking and listening and maths core skills. | Progress/attainment gaps are diminished. |
| 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 programme and music mindfulness. | 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 |
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| <ul style="list-style-type: none"> • Pastoral Support Worker (PSW) to provide bespoke interventions • Lego Therapy additional resources and staff cover • Music Therapist to provide 1:1/group therapy • Additional curriculum, in class support and group work • Additional SpLD teacher to support in one upper KS2 class with high percentage of pupil premium (66%) for one and a half days a week (Nov 2020 onwards) • 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 in Bubble 3 (5 classes) • Nursery Nurses in most KS1 and KS2 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 |
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| <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 2020- 2021

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 2021 |
|---|--|--|--|--|--|
| KS1 and KS2 - improvement in <u>reading</u> | <ul style="list-style-type: none"> Increase in opportunities to practise reading and develop comprehension Training on approaches to reading and developing understanding of what has been read (SK – Jan 2021) Purchase additional reading materials | <p>Whole school data analysis 2019-2020 (up to March 2020)</p> <p>Significant number of pupils in the school with ASD (58%) and SLCN (90%) - Sept 2020</p> | <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) Feedback to governors | HT DHT (TLA) Literacy SL HoDs | This year 79% of PP children across the school met their targets in reading, compared to 66% for 2019-20 and again in 2018-19. KS1 = 80% met their target KS2 = 76% This is despite the fact that there was a national lockdown in Spring 2021. Reading is a strength. |

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 | July 2021 |
|----------------------------------|---|--|---|-------------------------|--|
| 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 and SpLD teacher in Pyramid | 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 | % of PP pupils met their personalised targets: Maths core - 85 Maths supplementary – 76 Writing – 71 Communication (KS1 – 100, KS2 – 66) |
| Total budgeted cost | | | | | £25,000 (% of NN costs) £9,000 (% SpLD teacher) |

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 2021 |
|--|--|--|--|---|--|
| Children with emotional and behavioural needs feel emotionally more secure and there is an improvement in behaviour | Weekly 1:1 or group therapy (music) for 7 PP pupils Protective Behaviours My Time/My World Interventions Bespoke interventions and support provided according to individual needs (PSW) | Specialist therapeutic intervention based on child's interests/talents Wellbeing plans Specialist TA training CPoms logs | On-going liaison with therapists and formal termly meetings Music therapist attendance at weekly staff meetings | HT/ DHT (Behaviour + Mental Health Lead) Specialist therapist | This target is difficult to measure due to on-going issues related to COVID, lockdowns etc and the resulting impact. |
| 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 | These interventions were carried out in the Autumn 2020 but suspended after that due to COVID. |
| 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 | These interventions were carried out in the Autumn 2020 but suspended after that due to COVID. |
| | | | | Budgeted cost | £5,000 (% PSW) £10,000 (% TA) £5,000 pa (% music therapist) |
| | | | | Sub total = | £20,000 |
| | | | | Total amount | £ 54,000 |