

# Woolgrove School Strategy for the use of the Pupil Premium Funding 2022-23



1. Summary information					
<b>School</b>	Woolgrove School, SEN Academy			<b>Type of SEN</b>	LD ASD SLCN SEMH VI Other
<b>Academic Year</b>	2022-23	<b>Total PP budget</b>	£66,635 (incl.£7,035 post LAC) (indicative as of Sept 2022). This amount may increase during the year so the final total will be more.	<b>Date of most recent PP Review</b>	July 2022
<b>Total number of pupils</b>	125	<b>Number of pupils eligible for PP</b>	49 (39.2%)	<b>Date for next internal review of this strategy</b>	March 2023
2. Barriers to future attainment (for pupils eligible for PP )					
In-school barriers					
<b>A.</b>	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>B.</b>	Effective communication between staff (high numbers and some part-time)				
<b>C.</b>	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.				
<b>D.</b>	Some of the classrooms are small given the size of classes and older age of pupils. 44.8% (56/125) of the entire school are in Years 5 and 6				
<b>E.</b>	Highest number of new pupils ever joined the school this September 2022 (53/125 = 42.4%). 12 of these pupils are eligible for pupil premium				
External barriers					
<b>D.</b>	Ongoing longer term impact of COVID – home learning caused by COVID related absences and disruption to education. Increase in limited access to specialist external support due for those pupils with complex needs due to rising demand 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. Ongoing 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. A high number of the 53 new pupils have previously not attended school or had a part-time education at their last school. They have previously had 1:1 adult support so generally lack independence and resilience in learning.				

#### 4. Planned expenditure for Academic year 2022- 2023

### 3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Continue to diminish the difference between disadvantaged pupils and non-disadvantaged pupils. Focus on progress in whole school PP communication and maths core in KS2 PP.	Progress/attainment gaps are diminished, especially in PP whole school communication and KS2 maths core.
<b>B.</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).
<b>C.</b>	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).
<b>D.</b>	Continue to sustain enrichment activities to support well-being e.g. mindfulness club, yoga, Tap Touch music sensory programme, choir/singing groups and activity week/residential trip for Year 6 pupils.	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

- Pastoral Support Worker (PSW) and Family Support Worker (FSW) to provide bespoke interventions and support for children/families
- Lego Therapy additional resources and staff cover
- Newly created post of Play and Movement Assistant (PMA) to support identified pupils with movement/sensory/physical breaks and provide workouts across the school
- 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. Communication, Rebound, maths

#### How the school is to measure the impact and effect of its expenditure of the pupil premium allocation

- Attainment data analysis
- Parental feedback (survey)
- 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?
PP KS2 - improvement in <u>maths core</u>  Whole School PP - <u>communication</u>	<ul style="list-style-type: none"> <li>Use new maths curriculum and assessment system to break down teaching and learning into smaller steps</li> <li>Staff training on active maths, Play and Learn activities and use of Numicom</li> <li>Staff training on different approaches to develop strategies to increase attention and listening skills for all children</li> <li>Purchasing the Widgit resource to include signing information and develop signing powerpoints to support</li> </ul>	Whole school data analysis 2021-2022	<ul style="list-style-type: none"> <li>Performance Management cycle- Teacher targets</li> <li>In-house/external training in reading - see training schedule, CPD Manager</li> <li>Monitoring of teaching and learning (work scrutiny, drop ins and data analysis)</li> <li>CM and SALT targets review/analysis</li> <li>Feedback to governors</li> </ul>	DHT (TLA) and communication/maths subject leads  HoDs HT	Bi Annual - March 2023
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
<b>Total budgeted cost</b>					£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	<ul style="list-style-type: none"> <li>Bespoke interventions and support provided according to individual needs (PSW)</li> <li>Personalised support for pupils and their families (FSW)</li> <li>Protective Behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Specialist therapeutic intervention based on child's interests/talents</li> <li>Class Wellbeing plans and risk reduction plans for individuals</li> <li>Specialist TA training</li> <li>CPoms logs</li> </ul>	On-going liaison with PSW/FSW and formal termly meetings	HT/ DHT (Behaviour + Mental Health Lead)	March 2023
Physical and sensory development – children's core stability, coordination and fine/gross motor skills are developed	Rebound Therapy, Sensory Circuits Sensory/movement breaks and additional play/workout sessions with Play and Movement Assistant (PMA) for identified PP pupils 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  On-going liaison with PMA	SLT	Termly
Increase in enrichment activities to develop a wide range of talents and social skills	Dance, gymnastics, mindfulness, yoga and Year 6 activity weeks/Formal residential trip.	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	PD subject lead/Class Teachers/ Nursery nurses/ HT / DHTs	Termly
				Budgeted cost	£15,000 (% PSW) £3,000 (% TA – Lego Therapy) £3,000 (% TA – Rebound) £6,635 p.a. (% PMA) £6,000 (% FSW) £2,700 – contribution to Wymondley Wood residential trip (9 pupils) £300 – contribution to Year 6 activity week (3 pupils)
				Sub total =	£36,635
				<b>Total amount</b>	<b>£66,635</b>

