

Woolgrove School Strategy for the use of the Pupil Premium Funding 2023-24



1. Summary information					
School	Woolgrove School, SEN Academy			Type of SEN	LD ASD SLCN SEMH VI Other
Academic Year	2023-24	Total PP budget	£77,115 (indicative as of Sept 2023). This amount may increase during the year so the final total will be more.	Date of most recent PP Review	July 2023
Total number of pupils	125	Number of pupils eligible for PP	48 (38.4%)	Date for next internal review of this strategy	March 2024
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.				
D.	Some of the classrooms are small given the size of classes and older age of pupils. 49.6% (62/125) of the entire school are in Years 4, 5 and 6				
E.	High number of new pupils (30) joined the school and are in a range of classes across the school. 11 of these pupils are eligible for pupil premium.				
External barriers					
D.	Continuation of ongoing limited access to specialist external support due for those pupils with complex needs due to rising demand and long waiting lists. 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. Continuing cost of living crisis and resulting financial issues which is having a detrimental impact on the lives of our children and their families. Ongoing impact on children of missed general life experiences due to financial constraints or the impact of their additional needs e.g. contact with family, visits, every day experiences, shopping, going to the park, swimming, etc. The lack of experience is having a negative impact on the pupils' communication skills, mental health, behaviour and wellbeing. Some of our new 30 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 skills and resilience in learning.				

4. Planned expenditure for Academic year 2023 - 2024

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 whole school PP phonics writing and maths supplementary (position and direction).	Progress/attainment gaps are diminished, especially in PP whole school phonics writing and maths supplementary (position and direction).
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, Lego Therapy, Tap Touch music sensory programme, choir/singing groups, music lessons (CLA) 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
- 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
- Activity week and/or residential trip for Year 6 pupils to provide enrichment opportunities

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?
<p>Whole School PP - improvement in <u>maths supplementary (position and direction)</u></p> <p>Whole School PP – <u>Phonics Writing</u></p>	<ul style="list-style-type: none"> Increased coverage and delivery of position and direction curriculum Staff training to ensure that key skills are developed and taught in the correct order 	Whole school data analysis 2022-2023	<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 targets review/analysis Feedback to governors 	<p>DHT (TLA) and literacy/maths subject leads</p> <p>HoDs HT</p>	Bi Annual - March 2024
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					£33,115 (% 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"> Bespoke interventions and support provided according to individual needs (PSW) Personalised support for pupils and their families (FSW) Protective Behaviours 	<ul style="list-style-type: none"> 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 PSW/FSW and formal termly meetings	HT/ DHT (Behaviour + Mental Health Lead)	March 2024
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	£20,000 (% PSW) £3,000 (% TA – Lego Therapy) £8,000 (% TA – Rebound) £10,000 (% FSW) £2,700 – contribution to Wymondley Wood residential trip (9 pupils) £300 – contribution to Year 6 activity week (3 pupils)
				Sub total =	£44,000
				Total amount	£77,115